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ABSTRACT

Ten alternative high schools serving a total of 2,750 students in New York City were evaluated in terms of their administration, programs, student body, and specific educational objectives. Three main types of programs were in operation at the schools. These included: (1) Remediation with emphasis on basic skills in reading, mathematics and English as a Second Language, (2) Full academic education with progress toward accumulation of credits toward a city-wide High School Diploma, and (3) Experiential education at five of the schools. This emphasized external education such as unpaid courses in community organizations and paid cooperative work-study programs as alternate weeks in school and in industry. This evaluation report showed that gains for the program included fairly strong attendance, some gains in reading for all schools, exposure of several thousand students to the process of course self-selection four times a year, hundreds of others to career exploration and graduation for hundreds more as well as signs of improved attitudes. Appendices include evaluation instruments used in the programs and brief sketches of the independent alternative schools evaluation. (Author/PR)

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F I N A L
EVALUATION REPORT

ED142673

C i t y
Tax Levy
Program

INDEPENDENT ALTERNATIVE SCHOOLS

Prepared by
Seth F. Wohl

July 1974

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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CPO17223

A first year Final Report of a Central City of New York School District Alternative Educational Project supported by city of New York Tax Levy Funding, and performed at the request of the Office of the Chancellor for 1973-1974.

Anthony J. Polemeni, Ph. D., Director (Acting)

OFFICE OF EDUCATIONAL EVALUATION

City of New York

PREFACE

This report is the first of its kind to evaluate the operation and effectiveness of the newly constituted consortium of city tax levy adopted 10 Independent Alternative Schools reporting to the Office of High Schools directly. The City of New York under the Board of Education has chosen to support the second chance to over 2,750 center city youth who have not functioned well in conventional urban metropolitan high schools. A number of these schools in the consortium that have been previously supported by New York State Urban Education grants and by private industry funding could not continue operation were it not for the present program.

The evaluator wishes to acknowledge with thanks the Director (Act.) and the Assistant Administrative Director (Act.), Dr. Anthony J. Polemeni and Dr. Richard T. Turner, respectively of the Office of Educational Evaluation for providing the necessary documents and facilities for pursuing this evaluation. Acknowledgment is also made to Ms. Beatrice Bass of the Office of High Schools for supplying the initial documentation on this group of Alternative Schools.

Most importantly, very grateful acknowledgment is expressed to the Directors of the Independent Alternative Schools for their openness in making available documents on each of their schools and individual student records without which the evaluation could not have taken place:

Mr. Harold Genkin -- Pacific High School
Mr. Frederick J. Koury -- City-As-School
Mr. Howard Schnell -- P. M. High School
Ms. Dorothy Joseph -- H. S. Redirection
Mr. Marc Bassin -- Satellite Academies
Mr. James Murphy -- Lower East Side Prep.
Mr. Michael S. Levien -- West Side H. S.
Ms. Thelma King -- Park East H. S.
Mr. James N. Brown -- Harlem H. S.

Many especial thanks are due Ms. Constance St. Cyr, Instructor, New York Univ., and graduate candidate Teachers College, Columbia University for performing the teacher authority-student power attitudinal survey with instrumentation and controls which cooperatively form part of this report. Similarly, many thanks are accorded Dr. Philip Glick, Mr. Gregory King and their co-workers of Educational Research Corp. of Watertown, Massachusetts for performing the special studies into Delphi Techniques, student and teacher questionnaires and Classroom Observational Analysis at Park East High School which form cooperatively a basis for part of this report.

Many thanks are accorded to Mr. Louis McCagg, Director of Education Program, New York Urban Coalition for open exchange of information with the Office of Educational Evaluation on educational alternatives.

Finally, but not the least, much grateful acknowledgment goes out to Ms. Josephine Spitalnick of the Office of Educational Evaluation for reducing hundreds of hours of hand computation into mere days by her statistical computational service to this evaluation at the Olivetti 101 Computer.

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Final Evaluation Report
1973 - 1974

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A B S T R A C T

INDEPENDENT ALTERNATIVE SCHOOLS

A Tax Levy Evaluation for 1973-74

Administration

Ten (10) small alternative schools having under 500 students each came under the category of "independent;" i. e., not attached to a large metropolitan high school in the New York City Public School District. Staffing, funding designated as city "tax levy" and nominal supervision was provided centrally directly under the Office of High Schools. Each school exercised local autonomy through an administrative head known as the "Director" who usually worked through a faculty-student committee, and in three cases with community governing board involvement. In this way, "independent" alternative schools were different from "mini-school" alternatives reporting to a high school principal through a "teacher-in-charge" or "teacher coordinator," often without a committee structure. Three of the 10 schools subject of this study received additional services from administrative "interns" placed by the College of Human Services of New York City.

The Directors formed a "Council of Ten," and were given special advisory status to the Office of High Schools in planning recommendations.

Programs and Student Body

Three main types of programs were found in operation:

(1) Remediation with emphasis on basic skills found deficient in reading, in mathematics, and in ESL (where applicable).

(2) Full academic education with progress toward the city-wide High School Diploma through credits earned in standard academic and innovative intensive courses chosen directly by the students four times a school year for the 4-terms ("cycles") of 10-weeks duration each. Thus students were provided feedback of their progress at more frequent intervals than in 2-semester conventional schools.

(3) Experiential education at 5-alternative schools emphasizing accredited "external" education unpaid courses in community organizations including governmental and industry functions, unremunerated business and health careers training away from the school, and paid cooperative work-study programs as alternate weeks in school and in industry.

Thus over 2,750 students were subjected to these and other innovative alternative programs as taught by over 100 teachers for a student : faculty ratio of approximately 25 : 1. Moreover, several hundred students graduated in 1974 from eight (8) of the schools with the city-wide High School Diploma, to be followed by admission to colleges, 2-year community college programs, and technical training institutes including secretarial schools, schools of nursing, electronics and computer training institutes, etc.

Evaluation Studies

The evaluation design involved six (6) main components, subdivided. Only the first two represented what has traditionally come to be known as "hard data:" attendance and academic achievement.

Attendance varied widely from 40 to over 85 percent with 4 schools exceeding the city-wide average. Reading achievement averaged 0.7 year gain below the 0.8 criterion so that deficits in this basic skill remain a problem in many of the subject schools. Incomplete mathematics scores received averaged 0.9 year gain in grade equivalent rating.

A comparative study of student power -- teacher authority perceptions used three instruments and assayed 5-alternative and 5-paired conventional high school classes as "controls" in English/reading skills, cooperative courtesy of Teachers College, Columbia University's Department of Curriculum & Teaching. No significant differences were found between alternative and conventional groups among students' perceptions of their power in the classroom. But highly significant differences were found between the alternative and conventional English teachers' sense of authority in their respective schools of these same class groups. At the same time, their personal attitudes towards their students varied little and remained positive for both teachers of alternative and regular high school students.

Various innovative practices for "internal evaluation" by various faculty-student committees were examined in given schools. These related to mandated attendance, staff training, ranking of goals, student attitudes, analytic classroom observations, and staff attitudes. By summer 1974, most of these data components remained incomplete or empty. However, on student attitude, it was found that positivity increased on a pre-to-post-measure as students became habituated to the alternative school environment.

Preliminary budget auditing at several locations suggested these small schools tended to be more cost effective in reduced per pupil rates than conventional schools, averaging at or under $1,000 per annum for all instructional program and services.

Conclusions

It was concluded that in terms of fairly strong attendance, some gains in reading for all schools, exposure of several thousand students to the process of course self-selection four times a year, hundreds of others to career exploration and graduation for hundreds more, and signs of improved attitudes, these schools have been considered viable alternatives for more than 2,000 students, most of whom might never have completed their high school education.

Recommendations

From the conclusions as just stated, recommendations included continuing to fund the "independence" of these small schools to experiment, strengthening the Director's Advisory Council, providing more consistently reliable data to the evaluation, and cooperating with more independent agencies and graduate students in special studies on alternative education programs.

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I OVERVIEW OF INDEPENDENT ALTERNATIVE SCHOOLS

Definition

Independent Alternative Schools are defined as small experimental secondary schools, generally established after 1970 which have no direct linkage to a neighborhood or parent large public or private high school. Each Independent Alternative School has a student body under 500, is supervised by a "Director" rather than by a principal, and reports administratively directly to the Office of High Schools of the New York City Public School District. This central linkage permits employment of staff, provision of facilities and educational materials under tax levy funding, and permits the issuance of the City-Wide Diploma under basic regulations of the New York State Education Department.

Goals and Character of Programs

Although varying in detail, a perceived set of common goals is the providing of another educational setting outside of the large urban metropolitan high school whereby students, the majority of whom are educationally and socially disadvantaged, may progress successfully and complete their high school education where their previous school experiences had met with lesser progress.

A central feature toward maximizing progress toward success in alternative educational programs is the more intimate atmosphere under which learning takes place. Heavy emphasis on affective education is the claim of these programs, and the smaller classes with high incidence of special projects, independent study and experiential programs helps promote this emphasis. Generally, the student : teacher ratio is kept below 25 : 1. Student participation in selecting their programs, usually four (4) or more times a year is considered to be of major importance in maintaining the intimate atmosphere and positive attitude toward learning.

Main Types of Programs

Within this larger framework just described, three (3) types of educational programs are found in most of the independent alternative schools:

(1) Remediation programs for those students highly deficient in basic academic skills--reading, mathematics, and English-as-a-Second Language.

(2) Full academic programs for those students less deficient in basic academic skills.

(3) Experiential programs oriented toward the business world or toward public and private institutions beyond the walls of the school, and sometimes referred to as "external education," or "work-experience" programs.

For any given student, participation in any or all of these three kinds of programs might overlap or vary from cycle to cycle ("term to term").

Process Evaluation

Unlike the emphasis in funded programs in improving academic achievements in basic skill areas to stated predetermined criterion levels as a basis for refunding, independent alternative schools in this evaluation have had no set or predetermined criteria as for a "summative" evaluation. Diverse characteristics among this group of alternative schools suggests a more flexible evaluation design, known as a "process" evaluation, and constituting Chapter II of the Final Report.

In the process evaluation presented here, the scope of achievements and goals have varied between widely divergent alternative schools. Commonalities have been presented where they exist, and at the same time, special substudies for one or a few schools have been entertained as reportable data. These substudies have included attitudinal findings and administrative arrangements as well as student achievement factors. The model for such an evaluation was set by Skager and his co-workers in their use of anthropological field methods rather than traditional laboratory research methodology in their evaluation of the Los Angeles Alternative School.[1]

A larger sought for goal as a result of this process evaluation, are several useful or effective models for alternative schools that have possible replicability in parallel situations elsewhere. Dissemination of information about such programs among the group of schools in this study and beyond them will be considered an anticipated goal for this evaluation.

Cross-Reference to Other Programs

The Independent Alternative Schools are related historically to the Street Academy (basic skills remediation storefront centers for urban dropout youth) movement of the 1960's.[2] For example, Lower East Side Prep. was organized directly from two Street Academies in 1970, and Harlem Prep related to students from Urban League Street Academies in Harlem and to Newark Prep.[3]

Other currently operating mini-schools, separately located but administratively attached to parent inner city high schools -- e.g. Harambee Prep., Wingate Prep., George Washington Prep. and Benjamin Franklin Academy bear strong resemblances in operation, student body and curriculum to some of the schools in the consortium of 10 Independent Alternative Schools, serving as target group of this evaluation.[4]

Funding has historically come as seed money from private industry. For example, the Ruppert Project which led to Park East High School; Morgan Guaranty Trust Company funds in cooperation with State Urban Education funding for

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[1] Skager, Rodney W., Katherine Morehouse, Robert Russock & Edward Schumacher. "Evaluation of the Los Angeles Alternative School: A Report to the Bd. of Ed. of the Los Angeles Unified School District. Center for the Study of Evaluation, U. C. L. A., Graduate School of Educ., Los Angeles, California (August 1973).

[2] The Sudden Rise and Decline of New Jersey Street Academies, by James Baines and Wm. M. Young. Phi Delta Kappan 53(4):240-242 (December 1971).

[3] Final Report--First Year of Operation: LOWER EAST SIDE PREP. An Alternative to the Conventional High School Program. Formerly: Chinatown Academy, by Seth F. Wohl, Bureau of Educational Research. F # 17-04472 (November 1971).

[4] Evaluation Report--Benjamin Franklin Street Academy, by Seth F. Wohl, Office of Educational Evaluation. Title I # 09-39614(October 1973).

Lower East Side Prep. is another, and the cooperation of Board of Education funding with a group of private corporations and the Human Resource Administration to found what is now the Satellite Academies is yet another. However, precise evaluation of student achievement with emphasis on reading and mathematics improvement and in English-as-a-Second Language (ESL) has been the accountability demanded by State Urban Education funding for several of these alternative schools in continuing their support (see Bur. Ed. Research and OEE Evaluation Reports, Footnotes 3 & 4, above, as examples). High School Redirection is one excellent example of such funded program support from State Urban Education funding by the New York State Education Department in Albany.[5]

The Board of Education lists only High School Redirection and the Satellite Academies in its "Alternative Education Programs" for 1973-74, omitting entirely the consortium of 10 schools serving over 2,750 students, and target group of this Final Report.[6]

This then is the first comprehensive formal evaluation of this group of independent alternative education centers. It should be noted however, that in March of 1974, the High School Principal's Association (HSPA) completed its own Report or evaluation of all alternative schools by use of their own defined categories. This unpublished report based on telephone interviewing of Directors which judges the operation of nine (9) of the schools of this Final Report along with Mini-Schools, Talent Unlimited, Auxiliary Services for High Schools centers, and others was done without funding, without use of formal design or data, without site visits, or a professional evaluator or consultants, and by a Committee which has no representation from any of the administrations of the subject

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[5] An Evaluation of the High School Redirection Program, by Prof. Carl P. Schmidt, Center for Educational Research & Field Services, School of Educ., New York University (July 1973). State Urban Ed. F # 17-36455.

[6] New York City Public Schools: FACTS & FIGURES. 1973-1974. Board of Education of the City of New York. pp. 22-23.

[7] Report of H. S. P. A. Committee on Structure of Alternate Schools. Rubin Maloff, Chairman (March 1974).

Independent Alternative Schools.[7]

What is significant in assuring continuation of these innovative learning centers is the Board of Education's official adoption of the Independent Alternative Schools under general supervision of its Office of High Schools with city tax levy funding while allowing them to continue to pursue wide latitudd in independence of operation under basic New York State Education Department requirements.

Basic Descriptive Data

The list of independent alternative schools for this study is as follows:

	Name & Borough	Descriptor
1.	City-as-School Brooklyn	New York City's first school without walls.
2.	Pacific School Brooklyn	Remediation, academic and experiential education for students over 16 years.
3.	High School Redirection Brooklyn	Oldest alternative school in this group, focuses on cooperative work-study programs.
4.	P. M. High School Brooklyn	Newest alternative school in this group; for students needing an evening program.
5.	Satellite Academies Manhattan, Bronx, Queens	Oriented to occupational skills experiences for business and health careers in four locations.
6.	Lower East Side Prep Manhattan	More traditional academic curriculum as second chance for dropout-returnees, with large Oriental population.
7.	West Side High School Manhattan	A strongly community-oriented experimental school, designed to reflect the population of Manhattan's upper West Side.
8.	Park East High School Manhattan	A comprehensive educational center with large student body reflective of Yorkville-East Harlem with very strong community orientation.
9.	Harlem High School Manhattan	An experimental school through junior year, reflective of central Harlem with very strong community orientation.
10.	Harlem Prep Manhattan	The most strongly college placement-oriented school in this group, designed for the greater Harlem community.

The organizational chart illustrating the linkage between the Independent Alternative Schools and the Board of Education is shown in Figure 1.

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Insert Figure 1
(See page 7)

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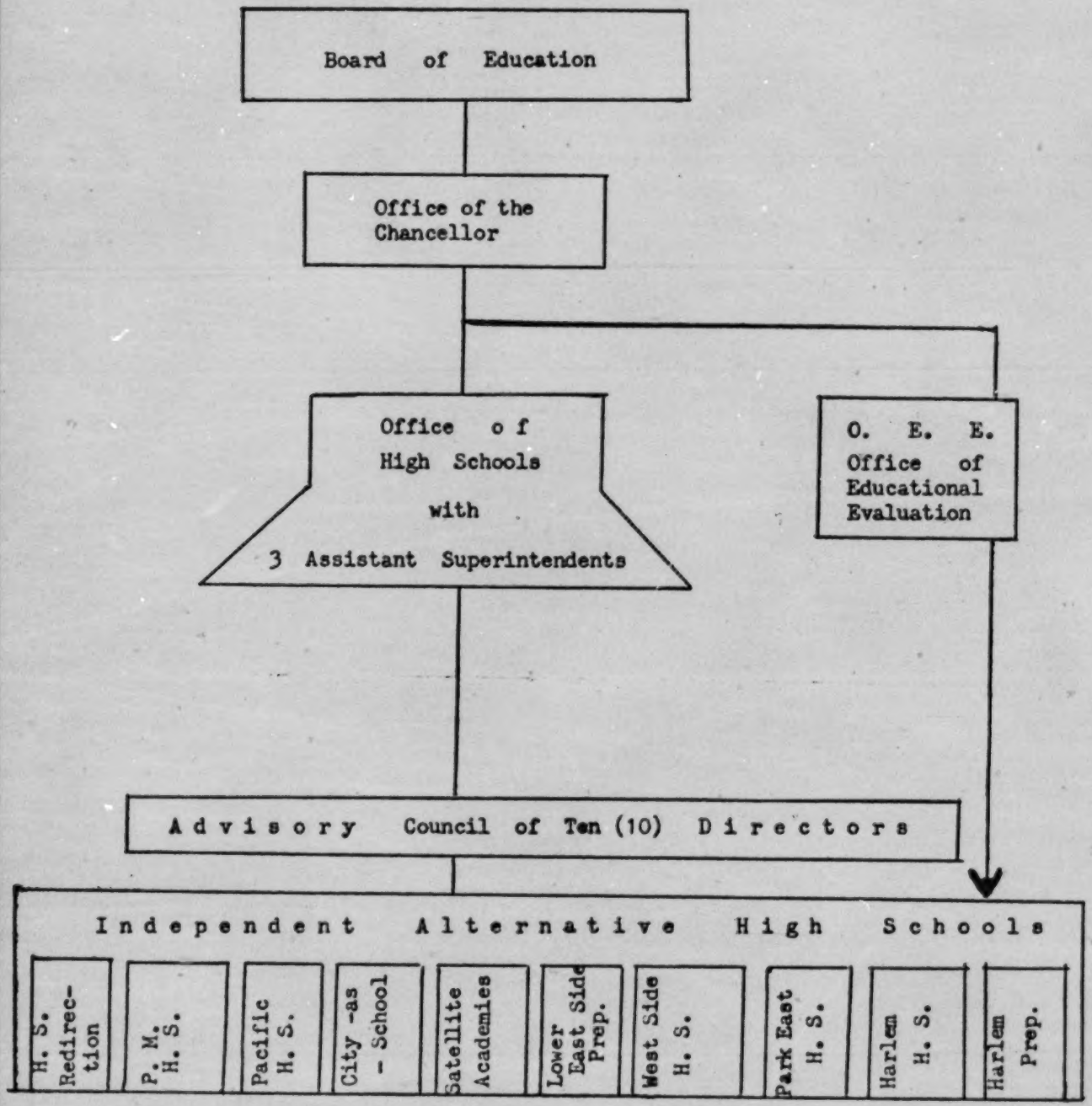
This figure shows the evaluative function of the Office of Educational Evaluation in performing the first overall reporting on the group of Independent Alternative High Schools to the Chancellor's Office.

As shown in Table 1, the population of the alternative schools is 2,774 students. The schools are manned by over 100 teaching positions for a student : teacher ratio of 26.7 : 1. All of the schools are on cyclic systems scheduling (more than 2 terms per 10 month school year) with median and mode at 4 cycles per academic year. Five (5) of the alternative schools have work-experience components in which students engage in project work or employment with firms or outside agencies as part of their curriculum with accreditation granted toward graduation. Six (6) of them have candidates who received diplomas by the end of the school year, so that even though half the schools are on an ungraded basis, they have had the equivalent progress group of seniors among their student bodies. Many sites lack pupil personnel services, such as counselors, assistants, job developers for work-experience programs, and street-workers. In such cases, it was noted that teachers performed a number of these functions. As a result of this lack as well as because of the high proportion of very young teaching staffs observed (not at teacher maximum salaries), because Directors and assistant directors are below principals and assistant principals salaries, and because of limited materials purchased for these schools, preliminary estimation is that the Independent Alternative programs are cost effective at per pupil rates below that of large metropolitan conventional high schools in New York City.

Figure 1

ORGANIZATIONAL FRAMEWORK OF INDEPENDENT ALTERNATIVE SCHOOLS



An attempt to characterize the school environment has been made on the bottom half of Table 1 (second page), as part of a substudy asking the question:

> "In What Type(s) of Environment(s) do alternative schools function well?"

Four (4) schools are located in residential neighborhoods of center city ghetto areas, two (2) are in downtown Manhattan financial area, and two (2) are in Brooklyn's downtown municipal area. One is in an industrial slum area, and one is a school-without-walls operating administratively from a centrally located church brownstone. Five (5) sites operate from school buildings (three private and two public), two sites operate from office buildings, one site in in a factory building, one is in a converted supermarket, and one operates from a church brownstone. Three school sites are facilities shared with other educational programs with attendant problems in the cross-over of student populations, especially those relating to intruders and use of drugs.

Student government along lines common to traditional high schools is found in only one location. Joint faculty-student committees and student representation of planning boards and in community agencies has become more the scene in these programs.

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Insert Table 1
(See pp. 9-10)

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Table 1

BASIC DATA ON INDEPENDENT ALTERNATIVE SCHOOLS

Item Categories	Pacific School	City-as-School	P. M. H. S.	H. S. Redirection	Satellite Academies	Lower East Side Prep	West Side H. S.	Park East H. S.	Harlem H. S.	Harlem Prep	Totals
Date Founded[1]	F '72	Sp '73	F '73	Sp '69	F '71	F '70	F '72	F '71	F '72	'68	
Administrators[2]	2	2	1	4	5	3	1	3	2	—	23
School Secretaries	2	1	1	3	1.4	1	1	1	1	--	12.4
Teachers	14	7	5	12	20	12[5]	6	22	5	--	104
Ed. Assistants	0	0	0	10	9.5[9]	0	0	0	0	--	19.5
Family Assistants	0	0	0	2	2	0	0	0	0	--	4
Guidance Counselors	1	1	0.3	1	4	0	0	1	0	--	8.3
Job Developers	0	0	0	1	1	0	0	0	0	—	2
Streetworkers	1	0	0	0	0	3	0	0	1	--	5
Others	2	0	1.5	2	0	-	0	14[6]	1[8]	--	20.5
Students[10]	350	200	81	321	464	199	141	479[7]	199	340	2,774
Graduating Seniors	38	Yes	Yes	55	Yes	Yes	None	72	None	Yes	8 Schools
Grades Present	non-All	non-Jr-Sr	All	non-All	non-All	All (9-12)	non-(9-11)	non-All	9-10-11.	All	7-All 2-9,10,11 1-11,12.

Table 1 (Continued)

BASIC DATA ON INDEPENDENT ALTERNATIVE SCHOOLS

Item Categories	Pacific School	City-as-School	P. M. H. S.	H. S. Redirection	Satellite Academies	Lower East Side Prep	West Side H. S.	Park East H. S.	Harlem H. S.	Harlem Prep	Averages
No. of Cycles (Terms) per 10 mo. School Yr.	4	4	6	4	4	3	5	4	4	—	4.2
Work-Experience Component (External Education)	106	200 (100%)	Under Devel.[3]	100+ (Coops)	Many	None	None	43	Under Devel.	--	5 Yes 2 Under Devel. 2 None
Student Representation in Decision-Making	Indiv. Plan Courses	Indiv. Plan Courses	Plan Course Catalogue	Student Council	Faculty Student Teams	Indiv. Plan Courses	Fac-Stu-Parent Gov'ning Board	Fac-Stu-Parent Rep. Council	Plan Course Catalogue	--	9 Indiv. Course Plan 4 Faculty-Stud. Bodies
Type of Neighborhood	Municipal	School Without Walls	Municipal	Industrial	Financial[4]	Financial	Residential	Residential	Residential	Residential	
Type of Building	Private School	Church Brownstone	Public School	Factory	Office[4]	Office	Private School	Private School	Public School	Supermarket	
& Whether Shared with Other Educ. Progr.	No	No	Yes	No	No	No	Yes	No	Yes	No	3 Shared Facilities

Footnotes:

1. Opened with students attending.
2. Incl. teachers assigned as Admin. Ass't., etc.
3. Some students hold outside employment under way before entry.
4. Downtown--two academies only.
5. Includes privately funded and student teaching "extra" positions.
6. Coordinators, Interns and Security Guards included.
7. Including over 40 in the C.C.E.C. Adult Education Program.
8. Security Guard.
9. Includes one Educational Associate (higher level paraprofessional position).
10. Average student register, 5-months, Spring 1974, based on B.E.P.R.A.S., Forms SD 1001.

II ASPECTS OF THE EVALUATION
(THE EVALUATION DESIGN)

Origin

The Chancellor has mandated in November 1973 that the group of alternative secondary schools, supported in whole or in part by City of New York Tax Levy funding, be evaluated by the Office of Educational Evaluation. The evaluation was begun at the end of January 1974. Initially 8 schools were included; later expanded to 9 schools; and as of Summer 1974, the list includes 10 schools, none of which are administratively attached, supervised or originated in 1973-74 from any conventional high school. Hence, the designation: "Independent Alternative Schools," a term which distinguishes this group from "Mini-Schools," or alternative schools within a large public high school or separately located, but which are administered by the principal of the high school and whose staff belong to the high school's Table of Organization. The "Independent Alternative Schools" subject of this evaluation, report directly to the Office of High Schools, but retain local autonomy of operation under an on-site administrative head known as "Director."

Nine of the following list of 10 Independent Alternative High Schools have been visited repeatedly with documents and records obtained on site for this 1973-74 evaluation:

City-as-School
Pacific High School
High School Redirection
P. M. High School
Satellite Academies
Lower East Side Prepatory High School
West Side High School
Park East High School
Harlem High School
Harlem Prep.

Needs and Main Goals

Many high school students are recognized as not having their educational needs adequately fulfilled in large urban metropolitan conventional high schools.

They either fall into truancy leading toward dropoutism and/or they drift through with patterns of failure shown by standardized test scores below the criterion of 8th grade equivalent in reading required for graduation. Many such students belong to ethnic minorities with low socio-economic status (SES) backgrounds. These students often do not gain admission to the specialized academic or vocational high schools.

The small alternative schools provide a set of more supportive learning environments with special attention given to individual student problems. In addition, some of the alternative schools have special remediation programs for reading and mathematics. Such students might not otherwise complete their high school education. Any given alternative school has fewer than 500 students.

A main goal then of the alternative schools is the completion of high school education with the award of the city-wide diploma. A concomitant second goal is the removal of deficits in the acquisition of basic academic learning skills. A third goal for many alternative school students is the introduction to work experience skills through cooperative, external or other vocationally oriented educational programs which go beyond the walls of the school.

Problem Statement and Its Analysis

The overall statement of the problem for which this evaluation has been undertaken is:

> HOW DO ALTERNATIVE PROGRAMS (AS FOUND IN THE INDEPENDENT ALTERNATIVE SCHOOLS) HELP MEET THE NEEDS OF HIGH SCHOOL STUDENTS?

Two subproblems for more detailed analysis of this larger statement have been identified for process implementation in this evaluation:

1. What are the defined needs of students in alternative programs?
2. What types of alternative programs may help meet the needs of enrollees as defined?

The following substudies have been programmed for the evaluation in implementing

the above analysis of the problem:

Substudies

Attendance. Overall student attendance will be sought for each of the alternative schools for the 10-month year 1973-74 as a hard data component of this evaluation. A baseline comparison with city-wide high school attendance will be attempted to the extent of its availability.

One or more special substudies of selected samples of students at given alternative schools on a two-year longitudinal study of attendance will be attempted. The record of attendance of these students at the alternative school(s) will be compared with the matched record of these same students at their previous home school of origin to seek to identify any shift in attendance pattern upon enrollment in alternative school programs.

Standardized Academic Achievement. Student achievement in reading and in mathematics, where available on a pre-post-test basis, will form the core of the hard data component for this evaluation. The sole reference criterion will be the city-wide 8th grade equivalent in reading required for graduation. Otherwise, students will only be in competition with their own previous scores for measured progress in academic achievement. Historical regression formulae will not be used, owing to the nature of the student population with a high proportion suffering extensive academic deficit scores with a long term history of non-progress.

Student Autonomy. A formal study of students' own estimate of their decision-making autonomy will be made in selected alternative schools by means of an attitudinal survey questionnaire, matched by a similarly surveyed "control" group of students in selected conventional urban metropolitan large public high schools. This will constitute the first of a series of "soft data" components of the evaluation.

Teacher Power. A formal study of teachers' own estimate of their power to make decisions affecting their classrooms and their school environments by means of a teacher's checklist survey, correlated with a standardized nationally

recognized teacher attitudinal questionnaire will form another soft data component. It will be performed in selected alternative schools with a matched control group of teachers in selected conventional high schools.

Internal Evaluation. The following substudies will seek information on ways to improve the operation of alternative programs in selected school sites:

(1) The use of a points system for attendance monitoring.

(2) The use of a "peer confrontation" system for upgrading teaching in an alternative school.

(3) The use of Delphi Techniques to reorder goals and priorities in an alternative school.

(4) The use of a student attitudinal questionnaire to measure changes in student attitude upon a first year's exposure to education in an alternative school.

(5) The use of classroom observational analysis techniques with special forms and instruments to better characterize the teaching and learning process in operation in an alternative school.

Descriptive Observational Analysis. An attempt to describe the commonalities and differences among alternative programs in all the schools in the consortium will be performed using a structured interview form.

The Process Evaluation

At the all-Independent Alternative Schools Conference of late January 1974, the O. E. E. (Office of Educational Evaluation) evaluator established ground rules for this study, namely; to impose no across-the-board requirement of one or more measurement instruments. Data on students to be collected would be individually negotiated with the Director at each school site. Certain attitudinal substudies would be performed only at selected sites cooperatively, as a perceived local need for study. Where other State Urban Education or private industry funded evaluation studies were under way, the attempt would be made to work cooperatively with those evaluators in an exchange of data rather than to impose additional testing upon student bodies. In a number of these schools, student governance involves representation on student-faculty committees with

binding force on aspects of curriculum, school regulations, internal evaluation and other features. In a few sites, student representation is found on school-community governing boards. At all sites, students were found to have participated directly in selecting their own curricula, usually four times a year. Thus students' power, considerably more influential in alternative than in conventional high schools, was to be respected in this evaluation study.

In this first year then, an attempt would be made to examine the PROCESSES under way at each school with a veiw to commonalities and special differences to be set forth descriptively. Much of this information appears in a summary table of basic data (See Table 1), and in an extended Appendix of descriptive sketches on each of the Independent Alternative Schools (See Appendix). Progress in academic achievement was to be measured by whatever standardized scores each school might be keeping, and submitted to the O. E. E. evaluation. In line with formative evaluation theory, the Evaluation Design (Design of the Study) would not be fully developed until the Interim Evaluation Report with descriptive narrative findings for Spring 1974 was completed.

Program Objectives

In providing for the educational needs of students seeking admission to and attending the small independent alternative high schools, the following three major program needs have been summarized from interviews conducted among all the Directors as most generalizable to these schools as a group:

1. To provide the opportunity for students having problems in conventional urban metropolitan high schools to complete their high school education by acquiring credits toward receiving the city-wide high school diploma.

2. To provide for the educational needs of the alternative school population by providing a program emphasizing two important areas of learning skills:

a. The acquisition of basic academic skills in reading and in mathematics by the lessening or removal of deficits as measured by standardized achievement instruments.

b. The acquisition of work orientation and/or work experience skills through accredited part-time trainee programs in industry or in the institutions of society -- foundations, museums, colleges, hospitals, health centers, community or city agencies, etc. These programs generally come under the heading "external education" where part of the school day is spent in experiences usually conducted outside the physical site of the alternative school. This aspect of the program is to be evaluated by descriptions or lists of students at credit accumulating registered outside locations.

3. To provide a supportive educational environment in which the above identified educational needs are met with the help of counseling or guidance functions, vocational placement functions, parental contact functions, and community service referrals for reducing health and other specific problems. Where specialized pupil personnel services are not tax levy budgeted in the staffing of the alternative schools, to obtain such services by other sources funding, and/or to generalize such functions amont the teaching staff and administration with the modification or elimination of the official class or home room period, provision of special tutoring or counseling time for teachers, and the use of paraprofessional staff, including Community Liaison Workers. Evaluation of this aspect of the program is to be accomplished by on-site visitations, interviews, and descriptive analysis.

Evaluation Objectives, Methods and Instrumentation

1. Study of Attendance. Students enrolled in Independent Alternative Schools will maintain a level of attendance consonant with progress toward promotion and toward graduation with diploma. For this purpose, the city-wide conventional academic high school average percent of attendance will serve as guideline; the reason being that a majority of students in large city public high schools reaching 10th grade achieve promotion and attain graduation with diploma.

Methods and Procedures: Each alternative school will submit a record of attendance of each student for each of the 10 monthly attendance periods in the school year. Attendance will be listed by percent present as number of days in attendance divided by the total number of days in the school year. Where schools fail to cooperate with the evaluation, data will be accessed from monthly period total group enrollment summary sheets of each school filed with the Bureau of Educational Program Research & Statistics (B. E. P. R. A. S.) on Forms SD 1001 for New York State Education Department funding based on pupil attendance. The data will be summarized and presented comparatively for each of the ten (10) schools, and for the city-wide academic high school average.

1A. Two-Year Longitudinal Substudy of Attendance. Students enrolled in Independent Alternative Schools will show statistically significant improvement in percent of attendance over their last previous record of enrollment in conventional high school or junior high school.

Methods and Procedures: Student Cumulative Records will be accessed and studied for the two school year periods: 1072-73 and 1973-74 at one or more selected alternative schools. Attendance will be matched and listed on an every student basis for two years. Means and standard deviations will be computed and gain (or loss) scores as mean group percentages listed. A correlated "t" test will determine whether the gain (or loss) is statistically significant at the 1% probability level of chance occurrence.

2. Study of Academic Achievement. Students enrolled in Independent Alternative Schools will progress approximately 1 month in reading achievement and 1 month in mathematics achievement for every month enrolled in study, as measured by standardized achievement testing on a pre-post-test basis.

Methods and Procedures: Each alternative school will submit a roster of grade equivalent scores in reading and in mathematics, if they conduct standardized achievement testing in September and October of 1973. They will submit

a second roster of such scores in May and/or June of 1974. The instruments used will be mostly from the California Achievement Test series, and secondly from the Metropolitan Achievement Test battery, old or new editions. In effect, the schools will use the test of their own choice, under conditions and time of administration of their choosing. Means and standard deviations from pre- and post-tests will be computed and listed. The correlated "t" test of significance will be applied to the difference for those students remaining in the program and retested through the academic school year. Since many of the enrollees at these schools are reading below the high school criterion for graduation of 8th grade level, and have records showing little or no reading progress for several years, this evaluation objective will be examined only in terms of the high school criterion (G.E. = 8.0), and not in terms of an Historical Regression Formula.

3. Study of Student Decision-Making Power. Students enrolled in Independent Alternative Schools will display a greater sense of decision-making autonomy, as compared to students in conventional high schools. This estimation will be determined by means of an attitudinal instrument.

Methods and Procedures: English and reading classes from selected alternative schools from within the independent consortium along with other similarly structured alternative high schools, will be matched with classes in conventional high schools containing similar student bodies serving as controls. A modified form of the Nash/Wolfson questionnaire: "Who Decides?" will be administered the two groups of student populations in Spring 1974 (See Appendix A). [1] The tally will be summarized by class and school. Student autonomy will be matched by correlated "t" test along four (4) parameters of self-decision making, group decision making, teacher decision making, and decision making by other sources (parental, school administrators, guidance personnel, etc.). A comparison of

[1] "Who Decides What in the Classroom?" by Berenice J. Wolfson and Shirlyn Nash. Elementary School Journal 65 (8) : 436 - 438 (May 1965).
This reference reports on Nash's Disseration Study in 1964 in which two forms of a questionnaire were developed and tested at the Univ. Wisconsin-Milwaukee Campus Elem. School. In the current study, Constance K. St. Cyr redeveloped the instrument for secondary school use as a 30-item survey. (See Appendix A).

relative student power (autonomy) in decision making between parallel or matched classes in the selected alternative and corresponding conventional high schools, will be summarized in tabular form.

4. Study of Teacher Authority. Teachers of the English and reading classes studied for student autonomy in the selected alternative and matched conventional high schools of Evaluation Objective #3, will show greater power to make decisions and exercise authority in the alternative schools than in the conventional high schools. This degree of authority will be assessed by means of several instruments given in a one time administration in Spring 1974, using teachers of classes in the selected conventional high schools as controls.

Methods and Procedures: A 21-item "Teacher Decision-Making Checklist" modified by C. K. St. Cyr from M. M. Bentzen's "Teacher Power" instrument will be administered all teachers of classes in the alternative and conventional high schools used in the study of student autonomy (see Evaluation Objective #3), and presented in Appendix B of this report.[2] This will assess whether certain critical features of teachers estimation of whether they control their situation in the classroom and in the school as a whole are present or absent. Teachers will be matched on a one-to-one basis between the alternative and conventional schools. A Chi-square analysis (2 x n, where n = 20 degrees of freedom) will determine whether significant difference exists between the alternative schools teacher group and its conventional control group match on their self-estimates of their respective degrees of authority.

In addition to the measure of teacher authority, a second instrument is to be used to measure degree of teacher positivity toward their student groups. Recalling that the social status and ethnic backgrounds of students in the alternative classes and in the conventional ones were matched, a standardized instrument:

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[2] Changing Schools: The Magic Feather Principle by Mary M. Bentzen and Assoc. McGraw-Hill (1974).
This reference elaborates the 21-item checklist along lines of administration and class managerial elements of "Teacher Power." Constance K. St. Cyr modified the instrument only slightly for its use in alternative schools and gave it its new title: "The Teacher Decision-Making Checklist." (See Appendix B).

the Minnesota Teacher Attitude Inventory, Form A is to be given to determine degree of positivity of the teachers of those classes in their attitude toward their students.[3] It is hypothesized that teachers having more autonomy to make decisions in the classroom and in the alternative schools as a total structure, should score more positively on the Minn. Tchr. Att. Inv. scale of percentiles in correlation with a high input (check-off rating) on the above described: "Teacher Decision-Making Checklist." The M. T. A. I. 150-item inventory for teacher attitude is to be given at the end of the school year in a single administration at the time the students in class take their "Who Decides?" questionnaire.

5. Study of Internal Evaluation at Selected Independent Alternative Schools. Innovative practices used in selected Independent Alternative Schools to monitor their own progress, internally, will be observed, described and reported upon in a series of substudies.

Methods and Procedures: All school sites in the consortium are to be visited by the Office of Educational Evaluation, and extensive notes taken and documents collected relating to how self-monitoring and self-improvement is performed wherever it occurs formally. The Final Evaluation Report will summarize and present documentation of such innovative internal evaluation practices when they are submitted to the O. E. E. In this way, individual schools will participate directly and contribute to the process evaluation. The results of such processes will then be disseminated through distribution of the Final Evaluation Report.

Among the substudies anticipated for Evaluation Objective #5 in the Final Evaluation Report are the following:

(1) To describe the operation of an innovative points system attendance monitoring, analogous to New York State Motor Vehicle Law -- Lower East Side Prep.

(2) To describe the operation of the "peer confrontation" system for

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[3] Minnesota Teacher Attitude Inventory, Form A by Walter W. Cook, Carroll Leeds and Robert Callis. New York: The Psychological Corp. (1951). pp. 3 and 9 of Manual.

improvement of teaching practices, based upon psychological/sensitivity group processes among the faculty -- Satellite Academies.

(3)* To describe the results of the rank ordering of goals and priorities for curriculum, school activities and community services by the faculty using Delphi Technique (a counting procedure for ordering of priorities in lists) -- Park East H. S.

(4)* To describe the results of a student attitudinal survey given on a pre-post-test basis (½ year), and based upon a rewrite of the Student Attitudinal Questionnaire administered at the Benjamin Franklin Street Academy by the Office of Educational Evaluation at the end of the 1972-73 school year (with permission) -- Park East H. S.

(5)* To describe the results of classroom observational analyses, using specially developed forms by Educational Research Corporation of Watertown, Massachusetts -- Park East H. S.

(6) To list comparative budgets in the comparison of annual per pupil costs among Independent Alternative vs. conventional high schools -- Park East H. S. ; Pacific H. S.

6. Descriptive Analysis of the Programs of the Independent Alternative Schools. Each of the Independent Alternative High Schools will be observed, described and reported on, as to operation with regard to history, administration, faculty, student body, curriculum, "external education" factors and community relations.

Methods and Procedures: All school sites in the consortium are to be visited by the O. E. E. staff assigned to the evaluation. Notes taken, interviews conducted, meetings with faculty groups held, special questionnaires to be administered, are to be compared for commonalities and special features among this group of alternative schools. A summary of basic data is to be made and reported upon both narratively and in tabular form. Additionally, a brief sketch of each high school in structured narrative form is to be included in the Final Evaluation Report for 1973-74 as an appendix.

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* Note: All Park East H.S. substudies were developed and performed by a Ford Foundation funded evaluation group--The Educational Research Corporation of Watertown, Mass., Dr. Philip Glick, Evaluation Director--in a working exchange agreement with the O.E.E. to share data for reports with full credit given.

III FINDINGS

Attendance Data -- Second Half Year (Including Two-Year Longitudinal Substudy)
(Evaluation Objectives #1 & #1A)

Table 2 presents the attendance summary for the period February 1974 through June 1974 for nine (9) of the ten alternative independent schools, by monthly summaries with an overall average for the five-month half-year inclusive period. In addition, it presents the five-month half-year summary row for the period September 1973 through January 1974, carried forward from Table 2, page 10 of the Interim Report.

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Insert Table 2
(See page 23)

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Unlike the city-wide academic high school summary attendance datum estimated at 77.+% for the second half-year, up approximately 5% from 72.3% for the first half-year, the alternative schools in this study show a more consistent pattern with some schools up a few percentage points; some down a few from the first half-year summary percent of attendance. Six (6) alternative independent schools are below the city-wide average, and four (4) are above this average. Those schools above the city-wide average emphasize a high level of occupational careers orientation (Park East and Satellite Academies) with varying degrees of "external education" placement for credit (City-as-School). Or, within a more traditional academic subject orientation, maintain a student attendance accountability system based on penalty points aken to State Motor Vehicle Law with utilization of community based School Neighborhood Workers ("streetworkers") (Lower East Side Prep.).

Even where summary percentages of attendance were below the city-wide estimated average, the data shown in Table 2 are still considered relatively positive, because the hypothesis has been that many of the students were high in truancy as potential dropouts. This hypothesis has been tested in a limited

Table 2

ATTENDANCE SUMMARY -- FEBRJARY - JUNE 1 9 7 4

INDEPENDENT ALTERNATIVE SCHOOLS

(Figures are in Percent (%) of Attendance to Total Register)

Month(s) & Year	Pacific H. S.	City-as-School	P. M. H. S.	H. S. Redirection	Satellite Academies	Lower East Side Prep.	West Side H. S.	Park East H. S.	Harlem H. S.	Harlem Prep.
SUMMARY First ½ Yr. (9/73-1/74)	57.7	Record Not Available	Rec. not avail	57.4	87.1	74.3	74.9	74.5	45.6	Rec. not avail.
February 1974	67.0		38.0	51.3	86.3	76.3	82.0	74.1	47.0	75.4
March 1974	63.1		43.0	58.6	87.1	81.1	70.4	84.0	45.0	54.2
April 1974	56.6		43.1	52.1	83.3	92.0	66.0	75.0	48.7	46.3
May 1974	57.5		37.1	55.4	83.0	79.0	61.7	79.0	44.3	42.9
June 1974	58.0		42.2	41.1	85.3	72.0	48.0	81.0	49.8	41.7
* SUMMARY Second ½ Yr. (2/74-6/74)	60.7		40.6	52.3	84.8	79.8	65.8	78.7	46.7	47.9

* City-wide Summary: First 5 months (9/73-1/74, inclusive) = 72.3%.
Second 5 months (2/74-6/74, incl.)Est. = 77.+%.
(Figures Courtesy of B.E.P.R.A.S.).

Note: City-as-School individual student data scattered to Permanent Records in Home Schools. Therefore, the 92% of attendance claimed cannot be confirmed in the absence of centrally received Summary Sheets S.D. 1001.

special substudy conducted at Harlem High School. Table 3 presents the summary data from this substudy at Harlem High School, based upon a two year longitudinal comparison of attendance records from a small selected student sample.

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Insert Table 3
(See page 25)

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As shown in Table 3, the two-year study group consisted of two kinds of students: (1) those who had just completed their first year at the alternative school showing a 40.7% gain in attendance over their record of the previous year in conventional schools; and, (2) those completing two years at the alternative Harlem High School showing a slight decline in attendance in their second year by 3.7%. The correlated "t" test of significance for the first group showing the large gain in attendance has proven highly statistically significant at the 1 percent level of probability that this gain was not due to chance. The "t" test for the two-year alternative student group at Harlem High showed no significant difference in the maintenance of a high attendance level for both years at or above the city-wide average for academic high schools.

Unfortunately, the groups were very small, lacked proper random selection in setting up the samples, and failed to account for a certain percentage of dropouts. A correlation study between these 37 students and their standardized achievement scores in reading and in mathematics has not been performed; nor, has the study been replicated in any other of the independent alternative high schools.

Table 3

TWO YEAR LONGITUDINAL SUBSTUDY OF ATTENDANCE

HARLEM HIGH SCHOOL

GROUP	Number of Students	Summary Percentage of Attendance	Summary Percentage of Attendance	Summary Gain Percentage	Correlated "t" Test
I 1st Year @ H. H. S.		School Yr. 1973-74 @ H. H. S.	Previous School Yr. 1972-73 @ Other Schools		* Significant @ $p \leq .01$
	27	74.6	33.9	+ 40.7	+7.6278*
II 2 Years @ H. H. S.		2nd School Yr. 1973-74 @ H. H. S.	1st School Yr. 1972-73 @ H. H. S.		no significant difference
	10	77.9	81.6	- 3.7	-1.0641 n.s.d.

Academic Achievement
(Evaluation Objective #2)

Table 4 clearly shows that reading deficiencies continued to remain a major area of concern among the independent alternative schools. As a whole, among those schools submitting data, the minimum school year criterion of gain at 0.8 of a year has not been met in the 0.7 of a year group mean gain score obtained. Individual school sites exceeding that criterion were only two of the upper level (10th, 11th, and 12th year students) Satellite Academies and High School Redirection.

At the end of school year 1973-74, only the three upper level Satellite Academies and West Side H. S. were reading (as a whole) at the 8th grade level of reading required for graduation (based on student samples of scores submitted). Only one site at Downtown Academy (a Satellite upper level Academy at #2 New York Plaza, Manhattan) was reading approximately at or above grade level (at 10th year) for its students. All other sites suffered deficiencies ranging from approximately one year (West Side H.S., Bronx and Jamaica Academies) to two-three years (Lower East Side Prep., Entry Level Academy, Redirection and Park East H. S.) to over three years (Harlem High School).

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Insert Table 4
(See page 27)

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In terms of remediation programs, it is interesting to note that two schools: Lower East Side Prep. and H. S. Redirection were separately and additionally funded with New York State Urban Education grants for extra remediation teaching positions in English (reading) and in mathematics, Yet, the results from pre-to-post-testing were remarkably diverse with Lower East Side Prep. failing to meet the minimum criterion gain and showing no statistically significant difference; while, H. S. Redirection showed twice the criterion gain (at 1.6 years) and highly statistically significant gain according to correlated

Table 4

STANDARDIZED ACHIEVEMENT TEST GAINS IN READING
INDEPENDENT ALTERNATIVE SCHOOLS 1973-74

(Test scores given in Grade Equivalents)

School or Division Reading Test Used & Student Number	Pre-Test Reading 9/73	Post-Test Reading 6/74	Gain Score Reading (Crit. =0.8)	Correl. "t" Test	Significant* @ ($p \leq .01$)
LOWER E. SIDE PREP. M. A. T.[1] n = 67 s.d.	6.6 ± 2.6	7.3 ± 2.5	0.7	2.3257	n.s.d.
SATELLITE ACAD. C. A. T.[2]					
Entry Level Acad. n = 35 s.d.	6.7 ±1.6	7.3 ±1.6	0.6	2.1046	n.s.d.
Downtown Academy n = 47 s.d.	9.8 ±2.5	10.8 ±1.9	1.0	5.3522	*
Bronx Academy n = 45 s.d.	7.4 ±2.0	8.7 ±1.9	1.3	8.9496	*
Jamaica Academy n = 97 s.d.	8.5 ±2.1	9.1 ±1.9	0.6	4.6153	*
HARLEM H. S. M. A. T. n = 64 s.d.	5.3 ±1.9	5.9 ±2.1	0.6	4.8074	*
H.S. REDIRECTION C. A. T. s.d. n = 146	5.7 missing	7.3 missing	1.6	5.933	*
PARK EAST H. S. C. A. T. n = 131 s.d	Not Given	7.1 ±1.6	---	---	---
WEST SIDE H. S. C. A. T. n = 73	Not Given	8.0 ±3.6	---	---	---
TOTAL GROUP M E A N S n = 501/705	6.9	7.6	0.7		

[1] Metropolitan Achievement Tests (Advanced Level, 1970 ed.) for JHS.

[2] California Achievement Tests (Level 4, 1970 ed.), except for Entry Level Acad. which used the old 1963 ed. for Pre-testing.

Codes: n.s.d. = no significant difference. (Crit. = Criterion Gain Score).
* = Significant Difference statistically according to "t" Table.
p = probability at 1% level that differences occured due to chance.
s.d. = standard deviation n = No. of Students in sample.

Table 5

STANDARDIZED ACHIEVEMENT TEST GAINS IN MATHEMATICS
INDEPENDENT ALTERNATIVE SCHOOLS 1973-74

(Test scores given in Grade Equivalents)

School or Division Math Test Used & Student Number	Pre-Test Math 9/73	Post-Test Math 6/74	Gain Score Mathematics (Crit. = 0.8)	Correl. "t" Test	Signific.* @ ($p \leq .01$)
LOWER E. SIDE PREP. M. A. T.[1] n = 55 s.d.	5.9 ±2.1	7.2 ±2.0	1.3	4.6164	*
H. S. REDIRECTION C. A. T.[2] n = 150 s.d.	6.0 missing	6.7 missing	0.7	3.197	*
WEST SIDE H. S. C. A. T. n = 73 s.d.	Not Given	7.3 ±2.7	---	---	---
TOTAL GROUP MEANS n = 205/264	6.0	6.9	0.9		

For Footnotes and Code Meanings, See Bottom Table 4, p. 27.

"t"-test.[1]

In mathematics, the other additional component of N. Y. State Urban Education grant funding, the results for Lower East Side Prep. and for H. S. Redirection tended in the reverse direction from that described above for the reading component. Lower East Side Prep. scored 1.3 year gain and Redirection failed to meet the criterion with only 0.7 of a year gain, as shown in Table 5. This reversal suggests that specific techniques of remedial instruction in operation at the two schools (to the extent they can be identified) as well as the student population samples treated, need special intensive study.

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Insert Table 5 -- (See page 28, above)
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[1] These results are at variance in reading and in mathematics with results reported in the N. Y. State Urban Education grant Narrative Report + M.I.R. data Table, using the same student sample: See: "LOWER EAST SIDE PREP.--(School Yr. 1973-74)" by Richard Gordon. Printed by the O. E. E. (Summer 1974). F#17-46415, p. 1 & p. 5 (M.I.R. table).

Table 5 additionally shows that alternative H. S. students at the end of school year 1973-74 were at least two years below approximate progress grade level in mathematics achievement, although the sample was too small to be properly representative of the consortium of independent alternative schools as a whole.

Student Decision-Making Power
(Evaluation Objective #3)

Tables 6, 7, 8 and 9 introduces the special substudies on student power -- teacher authority as assessed by three instruments.

In the undistinguished overall results in the study of student power between 5 English/reading classes in 5 alternative schools and their 5 matched conventional classes in 5 regular large city public high schools, Table 6 (likened to a low power or coarsely focused lens) shows the lack of statistically significant differences using the Nash/Wolfson "Who Decides?" (1964) student power instrument, as revised for high schools by C. K. St. Cyr (1974). In fact, percent of response on the critical first column (the student himself decides) was only 35+%, and was within 1/2 (one-half) percentage point the same for conventional as for alternative high school students.

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Insert Table 6
(See page 30)

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Yet individual schools varied greatly on this Nash/Wolfson student power instrument, as shown in Table 7 (and likened to a high power finely focused microscope lens).

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Insert Table 7
(See page 31)

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Thus Harlem High School classes showed a much lower percent of response on student power in decisions and a much higher percent of response on teacher

Table 6

COMPARISON OF ALTERNATIVE & CONVENTIONAL HIGH SCHOOLS
ON STUDENT POWER ATTITUDINAL SURVEY

(Means Given as Percent Positive Responses)

"WHO DECIDES?" 30 Item Questionnaire for H. S. Students[1]	Student Decides	Whole Class Decides	Teacher Decides	Others Decide
5 - Alternative High Schools[2]				
Means	35.3	9.4	49.6	2.1
n = 114 s.d.	± 20.2	± 10.0	± 17.5	± 1.7
5 - Conventional High Schools[3]				
Means	35.8	7.7	53.5	1.8
n = 147 s.d.	± 24.4	± 8.1	± 22.3	± 1.9
t - Test for Signif. between Means (Alt. x Conv. H.S.)	- 0.2121	1.4232	- 1.2641	0.5862
* = Significant @ $p \leq .05$ or n.s.d. = no signif. difference	n.s.d.	n.s.d.	n.s.d.	n.s.d.

[1] The 90-item instrument "Who Decides?" developed in 1964 by consultants and teachers working with S. Nash, B. Wolfson and L. Ingalls at the Univ. of Wisc.-Campus Elem. School - Milwaukee, was revised to a 30-item instrument for the target high school population by Constance K. St. Cyr who performed this special substudy with data analysis by the Office of Educational Evaluation. (See Appendix A).

[2] Two alternative independent high schools from this study include Harlem H. S. and H. S. Redirection. Three others outside the independent consortium are included in the combined means as alternatives: G. Washington Prep., Boys H. S. Mini-School and G. W. Wingate Mini-School -- all of them of-campus locations. (See Table 7 for separate presentation of data for Harlem H.S. and H.S. Redirection together with their matched control schools).

[3] The two alternative high schools have been matched by conventional classes from B. Franklin H. S. and E. District H. S. as "controls." The three other alternative schools have been matched by conventional classes from G. Washington H.S., Boys H.S. and G. W. Wingate H.S.

Code:
n = No. of students in total combined classes in study from 5-schools.
s.d. = standard deviation.

Table 7

SCHOOL - BY - SCHOOL MATCHED SAMPLE
ON STUDENT POWER ATTITUDINAL SURVEY

(Means Given as Percent Positive Responses)

"WHO DECIDES?" 30 Item Questionnaire for H. S. Students	Student Decides	Whole Class Decides	Teacher Decides	Others Decide
Harlem H. S.	25.9	9.0	60.9	4.3
vs.				
B. Franklin H.S. (conventional)	43.1	12.6	42.6	1.7
H. S. Redirection	45.0	13.7	40.2	1.1
vs.				
Eastern District H.S. (conventional)	37.0	7.5	53.9	1.6

decision-making power than its paired classes in Benjamin Franklin H. S. Quite the reverse was the case for H. S. Redirection where the student power response column ranked 45 percent of responses and teacher decision-making power was down to 40+%, as compared to its matched regular high school:— Eastern District H. S.

The results of all schools grouped together then showed the evened out percentages between alternative and conventional high schools seen in Table 6, while wide individual school differences seen from Table 7 (as between H. S. Redirection and Harlem H. S.) suggest differences in student populations, alternative school environments, attendance and techniques of instruction. Possible further studies are suggested for school year 1974-75 to derive a rank order series of perceptions of student power from all 10 independent alternative schools with or without an equivalent series of matched "controls" from conventional high schools.

Individual item analyses on the Nash/Wolfson modified instrument were not completed in time for this Final Evaluation Report. (See Appendix A).

Teacher Authority
(Evaluation Objective #4)

The estimation of teachers as to their decision-making power is shown in Table 8. Unlike students' undistinguished overall estimate of their power (from Table 6), teachers distinguished themselves very sharply between 5-alternative and 5 matched conventional high schools. The teachers had been matched simply as those in charge of the English/reading classes sampled for the study of student-power just reviewed. Hence, 8 teachers were represented each from classes in alternative and 8 from classes in conventional high schools.

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Insert Table 8
(See page 33)

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The 21-item M. M. Bentzen Checklist (only slightly modified by C. K. St. Cyr, 1974) was used. It contained two main kinds of items: 9-items pertaining to teacher authority in the classroom and in general teacher involved school practices; and, 12-items relating to more central school administrative powers. Clearly then, Table 8 shows that 8-teachers in 5-alternative schools exercised much greater authority in both categories of items than their 8-colleagues in the 5-conventional high schools. Since the Checklist items were considered to operate independently of each other as elements either present or absent from teachers' own estimate of their control, the Chi Square test of significance was appropriate. The result was highly statistically significant beyond the 1% probability that such differences could occur by chance alone.

This led to a second question: Is the kind of teacher who works in alternative schools fundamentally different in his (her) attitude toward students than in conventional schools? To answer this question, the same 8-alternative and 8-conventional English/reading teachers responding on the Bentzen Checklist were given the norm-referenced Minnesota Teacher Attitude Inventory, Form A, a 150-item scaled response instrument of New York Psychological Corporation

Table 8

ALTERNATIVE & CONVENTIONAL H. S. TEACHERS COMPARED
ON A TEACHER DECISION - MAKING CHECKLIST *

	Alternative H.S. Teachers	Conventional H.S. Teachers
Number of Teachers in each Category of School	8	8
Teacher Power Items for Classroom and General School Practices (as % of Total Response/9 Items)	86.1	44.4
School Administrative Power Items (as % of Total Response/12 Items)	55.2	9.4
Total % of Responses All 21 Items Combined (from Raw Score/168 Total Responses)	68.5	24.4
CHI SQUARE TEST (2 x n cells; where n = 21)	21.9024	
* Significant at $p \geqslant .01$	* = Highly Significant	

* Checklist modified by Constance K. St. Cyr from the instrument developed by the Institute for the Devlopment of Educational Activities, Inc., Los Angeles, an affiliate of Charles Kettering Foundation, and reported by M. M. Bentzen & Assoc., 1974. (See Appendix B).

(continued from bottom page 32)

designed to measure the degree of positivity/negativity toward their students.

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Insert Table 9
(See page 34)

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Table 9

ALTERNATIVE & CONVENTIONAL H. S. TEACHERS COMPARED ON MINNESOTA TEACHER ATTITUDE INVENTORY *

No. of Teachers:	8-Alternative H. S. Teachers		8-Conventional H. S. Teachers	
	Raw Score	Percentile	Raw Score	Percentile
	+ 32	37	+ 55	62
	+ 32	38	- 22	06
	+ 77	82	- 4	14
	- 13	10	+106	97
	+ 85	87	+ 91	91
	+ 62	78	+ 24	30
	+ 22	29	+ 17	26
	+ 35	40	+ 36	41
Means:	+ 41.5	52.6	+ 37.9	47.6

CHI SQUARE TEST
(2 x n cells; where n = 8) 0.6833

(Based on Raw Scores)

* Significant at p .01 — n. s. d. (no significant difference)

* The M. T. A. I. -- a 150-item attitudinal instrument with standardized norms by Psychological Corporation, New York (1951).

Table 9 shows that the two most positively scoring teachers belonged to conventional schools, and while two conventional high school teachers also scored negatively in their attitudes toward students (as shown in negative raw scores), so did one alternative high school teacher score negatively in attitude. Overall then, 8-alternative teachers ranked only 5 percentile points ahead of their 8-conventional colleagues, and the Chi Square test of significance in these results clearly demonstrated -- No Significant Difference in attitude.

Clearly then, it can be said that whatever perceptions of greater authority in decision-making power teachers in alternative schools had, they CANNOT be said to represent a warmer, more positive, more humanistic group of individuals in their attitudes toward students on the basis of limited study sample and the M. T. A. I. instrumentation used.

Internal Evaluation
(Evaluation Objective #5)

Data on a minimum series of 5 substudies plus budgetary summaries had been anticipated for this Final Evaluation Report from various techniques and processes used to evaluate students' progress, faculty training, and innovative educational administrative developments. Only a certain portion of this data had been received by 31st July 1974:

(1) Points system attendance monitoring. Community Liaison Workers (street-workers) and other staff at Lower East Side Prep. did not put together in written form for the evaluation, the procedures used in an innovative points system of attendance monitoring. Accordingly, there is no data from this component for the 1973-74 Final Evaluation Report. However, attendance from Lower East Side Prep. was superior with Table 2 (page 23) showing the second highest official listing for the group of 10 schools, and falling just short of 80% which is above the city-wide academic average. Evidently, whatever technique was in use for stimulating students to attend was worthwhile, and it is hoped it will be reported out in any future evaluation studies. The point penalty system previously described in 1972; involved one point per absence, one-fourth point per lateness (4 latenesses = 1 absence), and one-half point per cut (2 cut classes = 1 absence) with automatic suspension taking place in a given trimester (cycle or term) upon collection of 10 points.[2]

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[2] LOWER EAST SIDE PREPARATORY SCHOOL: An Alternative to the Conventional High School Program (Formerly-Chinatown Academy). Final Evaluation Report--Second Year of Operation, by: Seth F. Wohl. Bureau of Educational Research (December 1972), pp. 29-31.

(2) "Peer Confrontation" System for staff training at Satellite Academies. An Internal Evaluation Committee of teachers studying research methodology and students has been generated by the "Management Team" of student-faculty-administrative "reps" from all four academy sites. However, their report on the detailed procedures involved in "peer confrontation" and other internal evaluation proceedings was unfortunately not forthcoming by July 1974.

As described verbally to this evaluation at the January 1974 Alternative Schools Workshop Conference, "peer confrontation" is an humanistic process, because it allows the possibility for change and growth in teaching ability of any given staff member in the small alternative school setting, according to a four (4) — step process, as follows:

1. Self-evaluation by each teacher.
2. Critical evaluation of each teacher as seen by his peers.
3. Confrontational letting-out of conflict in the disparate elements between 1 and 2, above.
4. Negotiating the "contract" or agreement by each teacher with his peers to attempt to change behavior in given areas seen above as "disparate" and in a given time before the next confrontational session.

(3) Delphi Techniques for ordering of goals and priorities. Educational Research Corporation of Watertown, Massachusetts has conducted this aspect of the evaluation at Park East H. S. under a Ford Foundation grant to the Yorkville-East Harlem community organization: the C. C. E. C. (Committee for a Comprehensive Education Center).

A rank ordering procedure was applied by the above-named agency by giving each staff member three (3) school related clusters or sets of goals, each on a separate form:

I - Curriculum Areas
II - Non-Curriculum Areas
III - Community Services Areas.

The detailed description of the ordering procedures awaits publication of 1973-74 evaluation documents by Educational Research Corporation, not recieved by the O.E.E. as of July 1974. However, results for the first cluster of goals (I - Curriculum Areas) as selected and ranked by the faculty appear in Appendix C (reproduced with permission, unchanged from Educational Research Corporation).

Appendix C displays 10 most important curriculum areas as ranked in descending order of importance by the faculty:

reading and writing
communication
basic mathematics and computation
intermediate or advanced mathematics
work orientation--career exploration
occupational skills experience outside the school
emotional education for health, family and life skills
two cycles ("terms") of work successfully completed
ability to use problem-solving and analytic skills
competence in one area of athletics or other psychomotor skill.

Changes and additions to this original set of goals and priorities were not received by July 1974, but can be included in any future evaluation report. They may hopefully serve as a valuable model for other alternative schools to rank order their highest priorities.

Only goals and priorities of curriculum have been included as an example of Delphi Technique instrumentation (see Appendix C), as space does not permit inclusion of non-curriculum or community service areas.

(4) Student Attitudinal Survey. Educational Research Corporation revised Teaching & Learning Research Corporation's student attitudinal instruments of 1971-72, after reviewing the Bureau of Educational Research's use with modifications of these student questionnaires in the Benjamin Franklin H. S. Unit Program and Benjamin Franklin Street Academy evaluation reports of 1972-73. The results were two (2) new Student Questionnaires: one administered as a pre-test February 1974 and the second as a post-test 5-months later in June 1974 to a pilot student group at Park East Alternative High School. Fourteen (14) of the items from the two instruments that may be directly compared for changes in student attitude over time have been juxtaposed below in Table 10.

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Insert Table 10
(See pp. 38-40)

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Table 10

COMPARISON OF PRE - POST - DATA ON STUDENT ATTITUDINAL SURVEY
PARK EAST HIGH SCHOOL PILOT STUDY [1]

Pre-Test N = 19 February 1974
Post-Test N = 12 June 1974
(Same Pilot Student Group)

(All Figures given as Percent of Sample)

1. Pre- How many of your classes at your last school were interesting? 2/74
(Post-)(How many of your classes at Park East H. S. have been interesting?)6/74

	Pre-	Post-
All of my classes	5.3	33.3
Many of my classes		33.3
Some of my classes	26.3	33.3
Very few of my classes	52.6	
None of my classes	15.8	

2. Pre- At your last school, how much do you feel your abilities improved in the following subjects: 2/74
(Post-)(At Park East H. S., how much do you feel your abilities have improved in the following subjects:) 6/74

	Engl. Reading		Engl. Writing		Mathematics	
	Pre-	Post-	Pre-	Post-	Pre-	Post-
Very much	31.6	33.3	9.5	33.3	36.8	50.0
Somewhat	21.0	33.3	26.3	41.7	26.3	41.7
Very little	31.6	25.0	21.0		21.0	
Not at all	5.3		21.0	8.3	9.5	

3. Pre- At your last school, how much did your English courses help you in the following subjects: 2/74
(Post-)(At Park East H. S., how much have your English courses helped you in the following subjects:) 6/74

	Science		Mathematics		Social Stud.		Other Shop	
	Pre-	Post-	Pre-	Post-	Pre-	Post-	Pre-	Post-
Very much	26.3		15.8	25.0	9.5	25.0		
Somewhat	9.5	16.7	15.8	16.7	26.3	33.3	15.8	
Very little	36.8	16.7	31.6	16.7	26.3			5.3
Not at all	15.8	41.7	26.3	41.7	26.3	25.0		

4. Pre- At your last school, how much did your Mathematics courses help you in the following subjects: 2/74
(Post-)(At Park East H. S., how much have your Mathematics courses helped you in the following subjects:) 6/74

	Science		English		Social Stud.		Other Shop	
	Pre-	Post-	Pre-	Post-	Pre-	Post-	Pre-	Post-
Very much	15.8		5.3	16.7	9.5	8.3		
Somewhat	9.5	25.0	21.0	16.7	26.3	16.7	15.8	
Very little	47.4		36.8	8.3	31.6	16.7		
Not at all	9.5	50.0	26.3	41.7	26.3	41.7		

[1] Survey performed by and Data courtesy of:
Educational Research Corporation of Watertown, Massachusetts,
under a Ford Foundation evaluation grant.

Table 10 (Continued)

5. Pre- At your last school, how often did you choose your courses for the following reasons?: 2/74
(Post-)(At Park East H. S., how often have you picked your courses for the following reasons?:) 6/74

Categories:	Always		Often		Sometimes		Rarely		Never	
	Pre-	Post-	Pre-	Post-	Pre-	Post-	Pre-	Post-	Pre-	Post-
A.	47.4	16.7	5.3	8.3	21.0	25.0	5.3	25.0	15.8	
B.	36.8	16.7	5.3	41.7	5.3	25.0	9.5		21.0	
C.	15.8			8.3	5.3	8.3	9.5	8.3	42.0	58.3
D.	5.3	50.0	15.8	33.3	36.8	16.7	9.5		25.0	
E.	9.5	25.0	5.3	8.3	5.3	25.0	15.8	16.7	47.4	8.3

Categories: A. The course was required
B. The course work was important to know
C. My friends were taking the course
D. I was interested in the course
E. I liked the teacher

6. Pre- At your last school, how often do you feel your grades: 2/74
(Post-)(At Park East H. S., how often do you feel your grades:) 6/74

Categories:	Always		Often		Sometimes		Rarely		Never	
	Pre-	Post-	Pre-	Post-	Pre-	Post-	Pre-	Post-	Pre-	Post-
A.	21.0		5.3	25.0	52.6	41.7	9.5		5.3	8.3
B.	26.3		21.0	16.7	21.0	33.3	5.3	25.0	9.5	8.3
C.	9.5	8.3	21.0	33.3	26.3	41.7	26.3		5.3	
D.	9.5	25.0	21.0	16.7	36.8	50.0	9.5		9.5	

Categories: A. Were fair
B. Were decided by the teacher alone
C. Showed how much you learned
D. Showed how much work you did

7. Pre- How well do you feel your last school prepared you for a job? 2/74
(Post-)(How well do you feel Park East H. S. has prepared you for a job?) 6/74

Very well		Fairly well		Poorly		Very poorly	
Pre-	Post-	Pre-	Post-	Pre-	Post-	Pre-	Post-
9.5	25.0	31.6	50.0	21.0	16.7	26.3	

8. Pre- How often did you take part in class discussions at your last school? 2/74
(Post-)(How often have you taken part in class discussions at Park East H.S.?)6/74

Always		Often		Sometimes		Rarely		Never	
Pre-	Post-	Pre-	Post-	Pre-	Post-	Pre-	Post-	Pre-	Post-
9.5	16.7	15.8	25.0	36.8	41.7	21.0		15.8	8.3

9. Pre- How much reading did you do outside of school time before you came to Park East H.S.? 2/74
(Post-)(How much reading have you done outside of school time while you have been at Park East H.S.? 6/74

Very much		Some		A little		None	
Pre-	Post-	Pre-	Post-	Pre-	Post-	Pre-	Post-
42.0	25.0	42.0	58.3	9.5	16.7	5.3	

Table 10 (Concluded)

10. Pre- At your last school, how many of your teachers: 2/74
(Post-)(At Park East H. S., how many of your teachers:) 6/74

Categories:	All of my teachers		Most of my teachers		Some of my teachers		Very few of my teachers		None of my teachers	
	Pre-	Post-	Pre-	Post-	Pre-	Post-	Pre-	Post-	Pre-	Post-
A.	9.5	16.7	5.3	50.0	21.0	33.3	42.0		15.8	
B.		25.0	5.3	50.0	31.6	16.7	47.4		9.5	
C.		8.3	5.3	66.7	26.3	16.7	47.4		15.8	

Categories: A. Were interested in how well you did in school?
B. Did their job well?
C. Were easy to talk to?

11. Pre- When you were at your last school, how often did your parents: 2/74
(Post-)(While you have been at Park East, how often have your parents:) 6/74

Categories:	Always		Often		Sometimes		Rarely		Never	
	Pre-	Post-	Pre-	Post-	Pre-	Post-	Pre-	Post-	Pre-	Post-
A.			5.3	16.7	42.0	33.3	9.5	25.0	36.8	25.0
B.	21.0	16.7	21.0	16.7	26.3	50.0	26.3		5.3	8.3
C.	5.3	8.3	5.3	25.0	21.0		31.6	33.3	31.6	16.7

12. Pre- How much did you like your last school? 2/74
(Post-)(How much do you like Park East H. S. ?) 6/74

Very much		Somewhat		Very little		None	
Pre-	Post-	Pre-	Post-	Pre-	Post-	Pre-	Post-
9.5	16.7	5.3	66.7	79.0	16.7	5.3	

13. Pre- How important is it to you to get a high school diploma? 2/74
(Post-)(How important is it to you to get a high school diploma?) 6/74.

Very important		Somewhat important		Not important	
Pre-	Post-	Pre-	Post-	Pre-	Post-
84.3	91.7	5.3	8.3	5.3	

14. Pre- What do you plan to do when you leave high school? 2/74
(Post-)(What do you plan to do when you leave Park East H.S.?) 6/74

Get a Job		Go to College		Go to Tech., Trade, or Sec't'l. Sch.		Other *	
Pre-	Post-	Pre-	Post-	Pre-	Post-	Pre-	Post-
31.6	16.7	52.6	66.7		8.3	15.8	8.3

* Other: Pre- Travel
Pro- Sports (Boxing)
Military Service (C.G.)

Post- Military Service

Table 10 shows nearly always a consistently higher degree of positivity toward education and the school checked on the post-test as compared to the same items checked by the same student group on the pre-test 5-months earlier. Negative items and items of low positivity tended conversely to be checked more frequently during the pre-test period than during the post-test period. If having attended Park East H. S. is to have been regarded as an up-grading of their educational experiences as the students' attitude changes tended to suggest, then post-high school plans appeared to have shifted more away from immediate employment (down half from nearly 32% to slightly over 16%) and more toward further education either in colleges or in technical training (up from 52.6% to 75%).

The influence of alternative education thus appears to have been significant on the attitude of a pilot group of students, and suggests further exploration with these two student survey instruments or similar ones in other alternative high schools.

Because the actual wording of the questions has been duplicated in juxtaposition pre- and post-tests in Table 10, and other questions could not be compared, the two instruments have not been separately reproduced in the appendices. For them, refer to Educational Research Corp's. separate evaluation reports on the Park East--C.C.E.C. project for 1973-74.

(5) Classroom Observational Analyses. Educational Research Corporation of Watertown, Massachusetts conducted this extremely complex and difficult to perform substudy at Park East H. S. after developing its own special instrumentation (based on an analyses of the volumes of "Mirrors for Behavior--An Anthology of Classroom Observation Instruments" by Research for Better School, Philadelphia; A. Simon and E. G. Boyer, editors, 1967), and training its own small team of evaluation specialists in their use. One of the instruments was observed in use for an intact class grouping, and appears reproduced in its original form with permission as Appendix D.

Summary data from these classroom observational analyses was not received through July 1974, but can be hopefully included in any future evaluation report, as well as possibly serving as a model for observations to be made at various alternative schools.

(6) Comparative Budgetary Analysis. Implementation of this component of the internal evaluation process remains incomplete. Only Park East H. S. had submitted a complete budgetary breakdown to the O. E. E. by summer 1974. Park East's budget for instructional program and services, discounting 12.2% for rental of facilities ($31,600.) was $226,400. City-as-School's approximately $200,000. budget was a figure derived from a news report rather than from direct accession to school documents (New York Times: November 17, 1973, p. 70). Lower East Side Prep's total budget was not found in the proposal for the State Urban Education funded remedial reading, mathematics and English-as-a-Second Language (ESL) components.

Pacific School's original estimate that alternative school students per pupil educational cost annually was only 75% of that of traditional high school students, owing to lower budgeting of staff positions, reported in the Interim Evaluation Report of March 1974 was not further updated.

Thus only two schools may be listed below for comparative budgetary analysis, instructional program and services only:

Alternative School:	City-as-School	Park East H. S.
Budget:*	200,000.	226,400.
Closing Register Spring, 1974:	200.	479.
Annual Per Pupil Cost:	1,000.	473.

* Additional funding from private sources, not included.

Among questions raised by these incomplete findings are: What elements constitute a total budget for instructional program and services?; How shall

non-tax levy funding sources be computed into budgets?; and, How viable is an alternative school with limited pupil personnel services, operating on city tax levy funding alone? Administrations of the alternative schools in this study may wish to consider looking into some of these questions, in hope of providing the evaluation with more specific data for 1974-75.

Descriptive Analysis of Programs
(Evaluation Objective #6)

A large part of this analysis has been set forth in summary form in Chapter I under the subheading: Basic Descriptive Data, pp. 5 ff. including Figure 1 (p. 7) and Table 1 (pp. 9-10), and will not be repeated. It is interesting to note that to have received this information, each Director was interviewed in depth, using an advance organizer or Structured Interview Form, reproduced as Appendix E. This was usually followed by a visit of facilities in operation and the receipt of documents on each school. Comparative information was developed following the independent alternative schools workshop conference of January 1974.

Comprehensive, but brief sketches on each alternative school were developed in parallel format for the Interim Evaluation Report of March 1974. Revised slightly where newer data have been made available, these sketches form the all-important final appendix in this report -- Appendix F entitled: BRIEF SKETCHES OF INDEPENDENT ALTERNATIVE SCHOOLS.

Further mention in this final section of findings for the last evaluation objective of two important components of the narrative for which data was incompletely received:

(1) Graduating Students. Eight (8) schools graduated some students with city-wide diploma in 1973-74; yet, only three (3) of these submitted figures for this evaluation:

Pacific School - 38 estimated;
HS Redirection - 55 estimated;
Park East H.S. - 72 by exact listing,

with follow-up data on college or tech. school admissions or other immediate (job)

acceptance. This kind of data as the immediate practical outcome of alternative education for completing students is extremely important to any evaluation. It is especially critical to determine the number and percent of successfully graduating students to the total number equivalent in rank to the senior year, and to compare such figures with those that may be available from conventional high schools. Two (2) schools from this group: West Side H.S. and Harlem H.S. have not been in existence long enough to have added the equivalent of a senior year, and did not graduate any students.

(2) External Education and Work Experience. Five (5) schools emphasized this as a major component of their programs:

Pacific School --	with 106 students placed in industry and in agencies in June/'74, grossing over $15,100. monthly in part-time wages.
H.S. Redirection --	with over 100+ paid alternate week work-study "cooperative" education accredited students.
Satellite Academies -	with a large undetermined number of students in unpaid business and health career orientation programs bearing academic credit.
City-as-School --	with all 200 students receiving unpaid academic credits in city-wide studies as a school without walls.
Park East H. S. --	with only 37 students remaining by mid-June '74 in accredited unpaid external community experiences.

This last school must be considered marginal for this group in terms of its having under 15% of its student body so placed.

The other five (5) schools have no significant external programs in 1973-74 and cannot be included in the above group:

P. M. H. S.--	Part-time daytime employment of certain of its students is incidental to the evening studies, and not part of an accredited program.
Lower East Side Prep.-	No operating program; nor any plans received.
West Side H. S. --	No operating program; nor any plans received.
Harlem High School --	No operating program; but one is planned.
Harlem Prep. --	College preparatory; no known external programs of note.

In general this latter group of five, emphasized the more academic side of alternative education.

*** END OF FINDINGS ***

IV SUMMARY, CONCLUSIONS & RECOMMENDATIONS

The Problem Restated

The first year evaluation of the consortium of 10 Independent Alternative Schools, 1973-74, was undertaken upon directive of the Office of the Chancellor, as a process or formative evaluation under city tax levy funds.

The evaluation set forth as an exploration or an approach to the problem stated as:

> HOW DO ALTERNATIVE PROGRAMS (AS FOUND IN THE INDEPENDENT ALTERNATIVE SCHOOLS) HELP MEET THE NEEDS OF HIGH SCHOOL STUDENTS?

by asking two (2) key questions relating to this problem:

1. What are the defined needs of students in alternative programs?
2. What types of alternative programs may help meet the needs of enrollees as defined?

Various substudies undertaken in the exploration of the problem were in the areas of:

attendance;
student academic achievement;
student autonomy;
teacher decision-making authority;
internal evaluations of attendance monitoring, staff improvement, goal priorities, student attitudinal surveys, and classroom structures in operation.
Budgetary analyses were also explored.

Only the first two substudies: attendance and students' standardized academic achievement were considered as necessary "hard data" components.

Descriptive observational analyses based upon repeated visits to 9 of the 10 schools in the group with interviews in depth, classroom visits, and document accession were also performed and summarized in a structured format.

Summary of Findings

Attendance. Overall attendance was found to approximately match that of the city-wide academic average with range for individual alternative schools from 40.6% (P. M. H. S.) to 84.8% (Satellite Academies). Thus four (4) schools exceeded the city-wide spring 1974 criterion, estimated at 77+%, and six (6) failed to meet it.

The two-year longitudinal study of a pilot group at Harlem High School showed that percent of attendance significantly increased over that of a previous year before entering into the alternative program, but failed to show any statistically significant change where students had remained at Harlem High for two years.

Academic Achievement. With criterion set at 0.8 year for reading improvement (at the rate of 0.1 year grade equivalent per month of instruction) only H. S. Redirection and two of the upper level Satellite Academies exceeded the criterion. Although below criterion, all other schools showed limited gains in reading, some of them statistically significant. However, reading deficiencies ranging from one (1) to more than three (3) years deficit continue to remain a major problem area for the alternative schools. Only one school site (Downtown Satellite upper level Academy) was reading at approximately grade level. Finally, reading data computed by the Office of Educational Evaluation for the Lower East Side Prep. student group, was sharply at variance(with no statistical significance in the 0.7 year improvement shown) with that reported by the evaluation consultant employed under the State Urban Education funded remediation grant.

Only three schools submitted standardized testing data in mathematics so that this aspect of academic achievement remains as an incomplete study. However, indications are that mathematics deficit ranges in the two-to-three year category.

All other subjects, final grades and credits earned were not formally examined as comprehensive or comparative studies.

Student Power. No statistically significant differences featured students' self-estimation of their own power to make decisions in the classroom and the school, in the comparison between students in alternative school English/reading remediation classes and matched "control" students in conventional academic high school English classes, using a specially designed attitudinal instrument (the Nash/Wolfson "Who Decides?" questionnaire, redesigned for H. S. by C. K. St. Cyr, 1974). Although as shown later, students might develop a more positive attitude toward the atmosphere and opportunities presented by the alternative school environment, there was still no discrimination between types of schooling in the hard facts of day-to-day, hour-by-hour instructional contingencies in the classroom.

Teacher Power. In sharp contrast with the above findings for students, teachers' self-perceptions of their decision-making authority was found to be highly statistically significantly different between alternative English teachers and English teachers in conventional large high school classes, as shown on the M. M. Bentzen Teacher (power structure) Checklist. The alternative faculty group (teachers of the same classes measured on the student power "Who Decides?" questionnaire) rated themselves as having much greater power than their regular colleagues ("controls"). However, in spite of this sharply discriminating feature, no statistically significant differences could be found between these same two groups of teachers on their degree of positivity in attitude toward their students (alternative or conventional) as measured by the norm referenced Minnesota Teacher Attitude Inventory of 150 items, given at the time of the student power attitudinal survey.

Internal Evaluation. None of the 5 specialized substudies of this evaluation objective, often referred to as "soft" or "affective" data, reported upon could be considered complete. Each of the specialized substudies applied to a single school organization in the group of 10 schools:

(1) The points system attendance monitoring data were not received, so

its effectiveness was not determined. However, attendance at Lower East Side Prep. was above the city-wide average.

(2) Data on the "peer confrontation" system for staff training at Satellite Academies was not received. The system is presumably under continuous development and review.

(3) Delphi Techniques for ordering and reordering goals and priorities at Park East High School was performed by staff under direction of Educational Research Corporation under a Ford Foundation grant for three areas of curriculum, non-curriculum in the school, and community services. The techniques appear viable, and goals and priorities for curriculum areas as selected by staff have been presented as result (outcome product).

(4) Student attitude on two parallel pre-post-forms of an attitudinal questionnaire about school and education (based on previously used instruments by the Bureau of Educational Research and Teaching & Learning Research Corporation) showed very significant gains in positivity of attitude over 5-months time with acclimatization to the alternative school at Park East High by the pilot student group studied, according to data collected on matched items by the Educational Research Corporation evaluation team.

(5) Classroom observational analyses were performed using formal instrumentation by Educational Research Corporation for: intact class structure, small group instruction within the classroom, and individualized instruction. Data on results were not received by summer 1974.

Budgetary Analysis. Data received applied to only two schools so this component of the evaluation was incompletely implemented. Preliminary indications suggest the alternative schools are cost effective on a per pupil cost basis. However, diffusion of counselling and other special pupil personnel services among teaching faculty and administration appears a fact of life in a school with under 500 students, barring infusion of private or other funding. Various questions concerning how to cost out alternative schools have been raised.

Descriptive Narrative. Basic data on each alternative school repeatedly visited forms part of the descriptive data of Chapter I.

A structured interview form has helped in development of brief narrative descriptions of each school, presented in parallel format as the final appendix (Appendix F). Included in this basic data are detailed aspects of "external education" toward career building and toward a goal of completing high school education with graduation with the city-wide diploma.

Conclusions

Since no component of data collection was complete and results obtained were diverse with some units attaining criterion or significance; others not, all conclusions are tentative:

1. Attendance of students in alternative schools tends to be as good as academic high schools as a whole, despite a largely non-academically oriented population.

2. Attendance of students a second year or longer in alternative schools does not tend to continuously rise.

3. Reading and mathematics improvement is statistically significant for most alternative school students.

4. Reading and mathematics improvement is not sufficiently above criterion for most students to eliminate the problem of deficits needing remediation.

5. Student representatives in alternative programs appear on more faculty-student committees and community boards, but don't have a sense of greater power in the classroom than their traditional high school peers in conventional schools.

6. Teachers in alternative schools have a greater sense of authority than in traditional schools, but don't necessarily have any more positive attitudes towards their students.

7. Internal evaluation techniques for attendance, staff training, goal ordering and classroom observation have effectiveness in given schools where they have

been introduced and accepted into use.

8. Student attitude toward completing their high school education tends to become more positive with time in acclimatization to the alternative school environment.

9. Eight (8) alternative schools of the group have graduated several hundred students with city-wide diploma.

10. Career orientation, work-experience and other forms of accredited "external education" are a main feature of the curriculum of five (5)(one-half) of the consortium of independent alternative schools.

Addressing again, the main problem statement of this evaluation (page 45), all the schools visited appear to offer high school programs sufficiently motivating to help meet many of the educational needs of those students voluntarily remaining in attendance. This attendance is sufficiently high to suggest tentatively as conclusion that most if not all of these schools have functioned in 1973-74 as viable alternatives for their enrollees to the larger traditional public high schools. Defined needs of students have been partially identified at various sites and partially formally measured as operating to a greater or lesser degree effectively along parameters of reading and other academic remediation, basic academic education, ESL, career exploration, external education, and emotional education toward improvement in attitude and self-image. The need for opportunity to pursue completion of high school education toward graduation in the more intimate atmosphere of the alternative schools, has correspondingly been so identified.

Recommendations for 1974-75

1. The first and most important recommendation is for essential continuation of all (or most) of this group of independent alternative schools under current local administrations and with wide local autonomy for continued exploration of alternative, innovative and individualized education programs.

2. Accession of standardized reading and mathematics data for September and June should be regularized as required hard data from all the schools to the evaluation.

3. Copies of Forms S. D. 1001 as a regularized procedure for monthly attendance and register, should be required to be sent directly to the evaluation.

4. Matched English/reading classes in most if not all of the independent alternative schools should be administered the student power survey: "Who Decides?" to determine a complete internal gradient of student perceptions of control from school-to-school.

5. A teacher survey instrument modelled after the B. Franklin Unit Program survey, should be used with selected faculty groups to identify areas of strengths and problems.

6. An administrator's survey instrument on their role perceptions, such as the L. B. D. Q. XII, should be given all Directors, and possibly a matched group of regular high school principals.

7. A student attitudinal survey modelled after the Park East instrument of Educational Research Corporation should be administered students in several of the alternative schools on a pre-post-treatment basis to study trends in shift of attitudes, if they can be so identified.

8. The Advisory Council of Directors should meet with evaluation officer(s) at least twice per year as a group.

9. The Advisory Council of Directors should be required to approve all administrative decisions of the Office of High Schools before their implementation upon the complex of independent alternative schools.

10. Continued expansion of cooperation with other evaluation agencies and graduate schools of education studying alternative schools, can hopefully lead to a council of coordinated studies on alternative education under the chairmanship of the Office of Educational Evaluation.

*** END OF NARRATIVE (IV) ***

L I S T O F
A P P E N D I C E S

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* * *

Appendix A

Nash / Wolfson's "WHO DECIDES?"

Revised for High Schools by C. K. St. Cyr

_____
Age

_____
Grade

MOST TIMES IN YOUR CLASSROOM WHO DECIDES?:

	Me	Whole Class	Teacher	Please Specify
1. When you can talk or whisper to a friend in your room?	___	___	___	_____
2. What you will study for the term?	___	___	___	_____
3. When your work is finished?	___	___	___	_____
4. When you can leave the room?	___	___	___	_____
5. How you will work in class?	___	___	___	_____
6. What materials you are going to use?	___	___	___	_____
7. How your work will be evaluated? (By test, by class, by you, by grade)	___	___	___	_____
8. If you can work in another classroom or part of the school (library, cafeteria, study hall).	___	___	___	_____
9. If you can do independent study?	___	___	___	_____
10. How (many pages) or how much work to do in English everyday?	___	___	___	_____
11. How the room is to be arranged? (Are students involved in rearranging the room?)	___	___	___	_____
12. What group you should work with?	___	___	___	_____
13. When you can leave your seat?	___	___	___	_____
14. What kinds of topics you can write, discuss or read about?	___	___	___	_____
15. What is the aim of the class period?	___	___	___	_____
16. When you've done enough reading for the period?	___	___	___	_____
17. How far or how many pages to read in your book (during literature)?	___	___	___	_____

"WHO DECIDES?"

by Nash / Wolfson -- via C. K. St. Cyr

	Me	Whole Class	Teacher	Please Specify
18. The rules in the room?	___	___	___	_____
19. When to do literature or composition?	___	___	___	_____
20. What your individual goals are?	___	___	___	_____
21. What desk you can sit at?	___	___	___	_____
22. What to write in your notebook?	___	___	___	_____
23. What you can give a report on?	___	___	___	_____
24. What you will do at the library or reading center, etc. (Can students choose or does teacher assign?)	___	___	___	_____
25. What to do when you come into the room each period?	___	___	___	_____
26. Sometimes you and your teacher may decide that you work at the reading center, library, etc. Once you are at the reading center or library, generally who decides what you will do?	___	___	___	_____
27. If the aim of the lesson has been achieved?	___	___	___	_____
28. How a project or report will be presented to the class?	___	___	___	_____
29. What you will do for homework?	___	___	___	_____
30. If the goals of the class are being achieved.	___	___	___	_____

Appendix B

THE TEACHER DECISION-MAKING CHECKLIST

by M. M. Bentzen as adapted by C. K. St. Cyr

Name _____

School _____

Decisions made by teachers both within and outside of the classroom vary from school to school. Sometimes these decisions are few in number; sometimes many. The following list is some of the things about which teachers may help to make decisions. Please check those items which you believe generally apply to teachers in your school. Your list may include all, some or none of the items according to what you think best describes your school.

THE TEACHERS IN THIS SCHOOL HAVE A LOT OF INFLUENCE IN MAKING DECISIONS ABOUT:

1. ____ curriculum.
2. ____ standards of pupil behavior in their own classrooms.
3. ____ standards of pupil behavior outside of the classroom.
4. ____ daily schedule in their own classrooms.
5. ____ daily schedule in the whole school.
6. ____ special discipline problems with pupils.
7. ____ special all-school affairs, such as open-house, assemblies, etc.
8. ____ unusual problems that affect the whole school.
9. ____ the time of staff meetings.
10. ____ the content of staff meetings.
11. ____ arrangements for parent conferences.
12. ____ assignments for duties outside of classrooms (yard duty, halls, etc.)
13. ____ planning social gatherings of school staff.
14. ____ standards of dress.
15. ____ assigning pupils to classes.
16. ____ assigning teachers to classes.
17. ____ ways of reporting pupil progress to parents.
18. ____ preparing department and school budget.
19. ____ selecting teachers to be hired in the school or department.
20. ____ evaluating each other's teaching performance.
21. ____ selecting teachers to be dismissed from the school or department.

Appendix C

I. SCHOOL RELATED GOALS - CURRICULUM

Please check the appropriate box (level of importance) for each goal. You may have no more than four checks in any one column.

	Most Important	Moderately Important	Somewhat Important	Not Important Should Not Have Been a Goal
To have each student:				
1. Read with reasonable ease and write effectively.	___	___	___	___
2. Continue some work in communications throughout his career at REC.	___	___	___	___
3. Understand basic mathematical concepts and do basic computations.	___	___	___	___
4. Complete satisfactorily at least one additional year of work in math beyond the basic skills.	___	___	___	___
5. Complete a "work orientation" program including the exploration of career possibilities.	___	___	___	___
6. Learn and employ occupational skills in a field setting.	___	___	___	___
7. Participate in some activity in emotional education.	___	___	___	___
8. Complete satisfactorily two cycles of work in community education and social skills.	___	___	___	___
9. Apply analytic skills, concepts, and apparatus to scientific problems and everyday life at a level higher than when he entered high school.	___	___	___	___
10. Demonstrate competence in one athletic or physical skill.	___	___	___	___

Please add below any goals we may have omitted:

by: Educational Research Corporation

Appendix D

PART B: INTACT CLASS STRUCTURE

Teacher Code: _____

Class Code: _____

Observer: _____

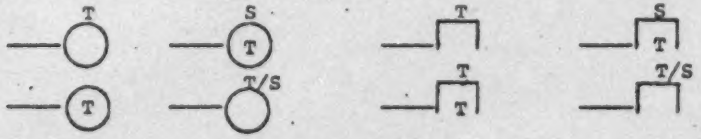
	1ST 10 MIN. OBSERVATION		2ND 10 MIN. OBSERVATION	
	Teacher	Student	Teacher	Student
Presents				
Asks				
Disciplines				
Management				
Non-Academic				
No Verbalization (What?_____)				

About how many students did not ask or present:

a. during the 1st 10 min. observation? ____

b. during the 2nd 10 min. observation? ____

What was the physical arrangement of the class during the lesson? (Check all that apply).



COMMENTS:

By: Educational Research Corporation
Watertown, Mass.

Appendix E

STRUCTURED INTERVIEW FORM

Jan__ Feb__ 1974

Interview With Director

INDEPENDENT
ALTERNATIVE SCHOOL

Dir.:

Founded

From

Hist. Statem't.

STAFF: No.

Adm.

Tchg.

Oth.

STUD. SS #

SS Descriptor

SS Dipl. Req.

Main Goal

Features & Program

Courses & Areas of Study or Spec.

Strengths of the Alt. Sch.

Problems of the Alt. Sch.

Needs of the Progr.

****

Appendix F

BRIEF SKETCHES OF INDEPENDENT ALTERNATIVE SCHOOLS*

Pacific High School, Brooklyn

Housed in the site of the former Brooklyn Friends School, Pacific School, according to its Director, has as its main goals:

(1) To provide an opportunity for youth who have been overlooked in traditional high school for a variety of reasons;

(2) To explore different areas of their own interests; and,

(3) To obtain the city-wide diploma through this program.

Four (4) nine-week cycles plus one week for reprograming, guidance and conferences feature the program which consists of courses in:

(1) remediation

(2) academic courses (the bulk of the program)

(3) experiential education for eighty students engaged in part-time accredited work with a payroll of $12,700 monthly.

Course credits on a pass/no credit basis are earned at the rate of 1/2 credit (Carnegie Unit) per cycle. One of the 14 teaching positions is assigned student placement in experiential education-work assignments. Fourteen (14) teachers staff the student body of 350. Functional class size is over 25 (27.4).

The student body, almost all from Brooklyn, numbers 350, range in age from 16 to 21, with modal age at 18. The school is ungraded, but admission requires 2 years prior high school equivalency. The population is: 70% Black, 28% Spanish surname, and 2% oriental and white (mostly female). This is the first year the school has its own register of permanent student records -- no more home schools elsewhere. Eighty (80) students in work experience programs constitute 20.8% of the student body, and 9.9% (38) are candidates for graduation in June.

The following 8 classes were visited: English-as-a-second language, reading laboratory, math laboratory, Black history, biology, business education, art, physical education (boys). Appendix C displays the cycle 3, Spring 1974 program at Pacific High. Students select their courses, limited only by remediation needs and minimal State Education Department requirements.

The budgetary analysis will be forthcoming, but with a stated Board of Education expenditure per teacher system-wide in excess of $16,000, the estimated cost per teaching post at Pacific School is $12,000, or at 75% of the city-wide mean. At Pacific School, without most support services (no: school psychologist, nurse, deans, assistant principals, attendance teacher, drug counselor, college advisor, vocational guidance counselor,

---

* NOTE: All Appendices referenced refer to the Interim Evaluation Report: "INDEPENDENT ALTERNATIVE SCHOOLS AND EDUCATIONAL PROGRAMS ASSESSMENT" by the O.E.E. of March 1974.

librarian, social worker, etc.) and with no principal's salary to pay, the program is considered highly cost effective; much more so in fact, than that obtaining for the large urban, metropolitan,traditional high school.

City-as-School

This alternative program is New York City's only experiment in which the entire student body participates in "external education." In strength and complexity of operation, City-as-School hopes to far exceed earlier prototype "Schools-without-Walls," -- "Open School," St. Paul, Minn.; "School without Walls," Rochester, N.Y.; "Metro" School, Chicago; "Parkway" School, Philadelphia, among the 250 now in existence.

City-as-School began with student planning, was first funded as a Ford Foundation experiment.

According to its Director, main goals are:

(1) To make New York City a many faceted learning experience for hundreds of students in a structured, measureable way;

(2) To provide structures that have ongoing student involvement and continuous student input; and,

(3) To redesign the teacher role in an innovative student learning environment.

Four (4) 10-week cycles feature the program per 10 month academic year. Every student is assigned to one or more "external learning projects" per each cycle. Certain projects with outside agencies or in college courses are 2 cycles long. Thirty (30) hours per week for 10 weeks confers 1/2 credit (Carnegie Unit) in "external education." Internal instruction will occur only to 5% of the total student time.

The heart of the learning program is the Independent Study Projects requiring clocked hours of attendance at an external resource. Learning Activity Packets (or C-a-S kits) have been developed by the 2 Resource Teachers from the 8 man teaching staff that define the goals, scope and types of activities required for the independent study. Attendance at an external resource, business or agency is not defined as internship or apprentice work, and is not compensated employment; it is valued as a course credit. Credit is on a pass/no credit basis. There are no numerical grades given; no failures recorded.

The student body of 200, has had two required years in high school so that they are roughly equivalent to juniors and seniors. They must have had two years of mathematics and two years of science at entry. Reading requirements are determined as a result of standardized achievement testing with no criterion level set for entry. Graduation requires, however, a minimum criterion set at grade equivalent of 8.0. Remediation, not a focus of

the program, when required is handled in internal instruction; or students may be sent to reading lab at Pacific School. Two-thirds of the student body is female; and, three-fourths are classified as white.

Students were observed at the administrative center, but no specific learning activities have been visited. Appendix D displays the form for the totally individualized programing which occurs four times a year for every student. Appendix E displays the names of many of the city resources utilized in external education -- independent study projects. This programing process is done by CMI (Computer Management for Instruction) process, at a cost estimate of $500 per year, but underwritten by the United Federation of Teachers.

Budgeted at approximately $200,000/year, the per capita cost estimate at City-as-School is $1,000 for the complete learning program and services.

P.M. High School, Brooklyn

The conception of a P.M. High School arose out of a Board of Education monograph: "Toward the 21st Century" for development of alternative programs. The planning period was begun Fall, 1972, and P.M. High opened September, 1973.

The Directors statement for main goals is:

(1) to provide vocationally oriented education;

(2) to provide opportunity for a city-wide or G.E.D. diploma;

(3) to provide this educational opportunity at a later time of the day for students who want or need to come at a later time of the day, and get something different.

The Director runs a "one-man show" with 4 full-time tax levy and 4 part-time teachers (male health ed., female health ed., business ed., and remedial reading) equal to 5 full-time positions. There is also a part-time guidance counselor.

There are 3 cycles per traditional 1/2 year school semester or six (6) cycles of approximately 6½ weeks duration. Students participate in course selection from a Catalogue of Course Offerings, revised 6 times per school year (see Appendix F). Therefore, each subject completed receives 1/3rd credit (Carnegie unit) toward the 38 needed for diploma. Numerical grades are still in use. Vocational studies are presently limited to those available at the George Westinghouse High School facility (where P.M. is housed on the top floor) -- woodworking, carpentry, radio - TV, jewelry making, watch repair, dental lab, and optical mechanics. Although the focus is on internal courses, independent study options before school begins at 2:30 P.M. are under development to public and private institutions and agencies -- e.g. museums, colleges, parks, etc.

The student body of 90 is 45% Black, 45% of Puerto Rican background, and 10% of all other groupings. Only 5% of the students are dropouts; 95% come from other high schools. The student body includes 10% unwed mothers and others who work or need a second chance, but can't make it up in the morning. The ungraded student body must have completed 8 Carnegie unit credits toward graduation, including one year of English, math, science, social studies and health-physical ed. The base line reading level for entry is grade equivalent 5.0. The California Reading Test is the standardized instrument in use. Although a math skills center, diagnostically oriented, is planned, no standardized math test is currently in use.

No budgetary analysis has yet been made for the Interim Report. Generally, supplementary pupil personnel services are wanting. Classes have not yet been visited in two school visitations conducted. In general, P.M. High appears to be in an earlier stage of development than any other alternative school in this group visited; it is by far the youngest alternative experiment getting under way.

High School Redirection, Brooklyn

As one of the oldest alternative programs in the group, H.S. Redirection was set up in Spring, 1969 under crisis conditions under the MDTP (The Manpower Development Training Program) in two dingy locations -- the old Girls H.S. and the Williamsburg Training Center as an educational alternative for potential dropouts, to serve them mainly with a vocational - work experiential emphasis. This definitive history is well documented in the first evaluation report completed by the Center for Urban Education, fall, 1969, under State Urban Education funding.[1] The combination of the 2 earlier facilities to its current cheerful industrial loft on the top floor of a large factory building in Williamsburg dates from summer, 1972, and has motivated a stronger esprit de corps to develop according to its Director, through use of open teaching areas, (classrooms-without-walls).

As stated by its Director, the main goal of High School Redirection is to provide an optional learning environment for students with high truancy and lack of achievement, previously turned off by the institutional quality of regular high schools.

The cyclic system is in use as it is for all alternative programs in this interim evaluation with two 10-week cycles per 1/2 year term equal to 4 cycles per 10 month school year. In addition, Redirection has had a full consistent summer cycle of 10 weeks for a total of 5 cycles per year. Traditional numerical gradings and credit units have been abandoned in favor

1 "A School and Work Program in Adult Manpower Setting for Potential Dropouts Needing Educational Redirection," by Bernard Flicker, N.Y.: Center for Urban Education, E004e, Sept. 1969.

of an experimental points earned system, based upon a decimal conversion scale of 100 points = full credit for 1 term (1/2 school year) of 2 cycles. Therefore, 50 points = 1 cycle fully accredited in 10 weeks. Points may be earned through work accomplished with or without school attendance, depending upon individual determination of a student's problems and life style -- e.g. home confinement. Points may be accredited by unit tests passed or work projects completed. Final exams may or may not be given.

The H.S. Redirection staff provides one of the most extensive pupil personnel services seen among this confederation of programs. A full-time guidance counselor, a job developer, 10 educational assistants and 2 family assistants supplement the staff. There are four functional administrators: In addition to the Director, an Assistant Principal is assigned as supervisor of guidance and work-experience placement; a teacher assigned is supervisor of academic program; and a third person is teacher assigned as administrative assistant for personnel, budget and business management. Each of the 8 of the 12 teaching positions is called a "teacher-counselor" and features a "group counseling" session (C.S.P.) daily at 11:00 A.M. for 40 minutes in place of the traditional home room official class period. Goal of these C.S.P.'s is to help students:

(1) to look at where they are in their lives; and,

(2) to begin to develop definite plans and goals for themselves.

State Urban Education funding pays for 2 remedial math teachers and 2 remedial reading teachers who teach 5 full class periods daily plus 1 administrative assignment and 1 preparation period. This remedial component enrolling most students is being separately evaluated by the S.U.E. grant by a consultant-evaluator. There is no E.S.L. component. The 8 tax levy teachers carry 4 full class periods, 1 group counseling period, 1 administrative assignment and 1 preparation period in their 7 period day. Standardized testing in reading has employed the California Achievement Test, while plans are under way to replace it with the more diagnostic Gates McGinitie instrument. Although administrators have been relatively stable, teacher turnover has been practically complete, with 10 out of 12 replacements in the current school year. This has created problems in staff training for the teacher-counselor role and other innovations, as indicated in the latest evaluation report.[1]

The student body stands at 320 as of May , 1974 with a waiting list of 200. Though ungraded, the students represent all four years of secondary education. They come from 40 high schools throughout the city. Forty five (45) students have graduated with city-wide diploma, and 55 more are anticipated before summer (13.9% of the current population). An estimated 60% of graduates go on to college work. Direct student participation in course decision-making takes place through a Student Council. One-third of

[1] "An Evaluation of the High School Redirection Program," by Prof. Carl P. Schmidt, Center for Educational Research & Field Services, School of Education, New York University. July 1973. State Urban Ed. # 17 - 36455.

the student body (100+ students) is placed in remunerative employment half-time through a Municipal Cooperative (Work-Study) Program on alternative weeks. The only report of municipal cooperatives is that of the Program Research and Statistics Bureau (1968) which details the operation of that system.[1] However, the Redirection placements are made only from the school with no connection to the Central Headquarters Office of Cooperative Education. The problem of some students at work being absent from classes half the time while nonplaced students progress under double instructional time persists, although attempts to lessen these problems through the point credit system are under way.

The administration has expressed interest in evaluation substudies into the effects of environment on learning and learning attitudes. In the walk-through of open instructional areas, students and facilities were observed in every major academic area. The dearth of science equipment and problems in adequate areas for full art and music programs were noted. Appendix G displays the program for Cycle 3, February - April, 1974.

Satellite Academies, Interborough

Opened November, 1971 with 32 students in Manhattan's financial district, the curriculum was oriented to occupational skills in actual training on-the-job situations with eight large corporations together with basic academic studies in an alternate weeks work-study arrangement. The project was launched with powerful support since the Collaborative Committee on Career Education had representation from the Office of the Chancellor (Dr. Scribner), Human Resources Administration (Jules Sugerman) and the City Planning Commission (Donald Elliott).

In school year 1973-74, there are four (4) academies:

(1) An Entry Level Academy in the financial district, with early 1974 enrollment of 125 9th - 10th grade (ages 14 - 15) equivalence. The emphasis is on basic skills, remediation, career exploration, and counseling with a one year duration.

(2) A work component or Business Academy in the financial district with 1974 enrollment of 160, mostly 11th - 12th grade (ages 16 - 21) equivalence. Emphasis is on career orientation, training, more advanced academics and actual work experience with cooperating businesses.

(3) The Bronx Academy with 1974 enrollment of one hundred is also equivalent to the upper years of high school. Emphasis is on health careers work experience, paralleling that of the upper level business academy.

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[1] "An Evaluation of the Municipal Cooperative Education Program of the High Schools of the City of New York," by Seth F. Wohl, Bureau of Educational Program Research & Statistics, June 1968.

(4) The Jamaica Academy with 1974 enrollment of 100 is equivalent to upper years of high school, with emphasis on business careers-work experience paralleling the downtown Manhattan upper level business academy. Emphasis on student involvement in decision making is an important aspect of this Academy.

In the words of the Director, the main goal is analyzable as three core missions:

(1) Superior academic growth.

(2) Career exposure and practical work experience.

(3) Growth among students of independence and responsibility.

Approximately 45 persons are on staff, many of whom are part-time, and/or paraprofessionals. For each Academy, staffing involves a coordinator as on-site head; 5 full-time teachers -- 2 of whom are a math and a reading teacher paid by city tax levy. Federal VEA (Vocational Education Act) funds pay for several teaching positions; VEA and tax levy share payrolls for 2 educational assistant positions (or family workers). HRA (city Human Resources Administration) funds pay for 2 counselors at one site, and one each at two other sites. The central administration consists of the Director, an administrative assistant, 1.4 school secretaries, and a Job Developer-Business Manager. Thus, thanks to multiple funding sources, the Satellite Academies are considerably more favored in pupil personnel services than most other alternative independent schools.

With 485 students enrolled, the 1971 goal of 150 students per Satellite is over 80% realized. Sixty percent (60%) of the student body is Black; 25 - 30% are Puerto Rican; and 10 - 15% are white. Ninety percent (90%) of the students come from low socio-economic status; 10% are estimated to be of "middle class" status.

The educational environment and work experience components have helped boost attendance for the first 6 months of the year to 87.1% average daily attendance. Six classes were visited in session with observation of high student - student interaction in small group seminar and complete individualization of instruction in mathematics laboratory noted.

The city-wide diploma is the product goal of students at the 3 upper level Academies based on 38 credits. Each school year is divided cyclicly into 4 quarters. A contract system for student - faculty learning responsibility is in widespread use. A sophisticated process of student participation places student representatives on the "Management Team" made up from all Satellites, which in turn sets up offshoot committees with student members having voting rights:

Intake Committee
Pedagogy Committee
Political Committee
Staffing Committee
Site Committee
Internal Evaluation Committee.

An internal evaluation process includes a student questionnaire of their opinion at end of each quarter. This serves as one component in the development of "readiness concept" among students. A staff internal evaluation process called "peer confrontation" considered a humanistic approach to practical goal setting by each teacher is practiced.

The budgetary analysis of the total 1973-74 allocation of $882,360 for the 4 Satellite Academies gives 61.6% ($543,994) from tax levy; 28.5% ($251,366) from Federal VEA funding; and 9.9% ($87,000) from the Human Resources Administration. Of this total amount, 74.3% goes to personnel salary and fringe benefits; 18.1% pays for rental of the facilities; and only 7.6% goes to educational and supplementary materials. The estimated per pupil cost of $1,400 in 1971 is now exceeded at $1,489 per student exclusive of site rental.

Lower East Side Prep, Manhattan

Also located in the financial district, this alternative school founded in September, 1970 from two Street Academies under a combined State Urban Education grant and private funding from Morgan Guaranty Trust Company through Break Free Inc., the non-profit community agency, is in its fourth year. Its first evaluation report details this history and background.[1]

A complete secondary academic program and remedial instruction is provided with emphasis on small group instruction, some individualization and independent study - student projects. A unique factor is the strong English-as-a-Second Language program for Oriental and Spanish speaking students with some language laboratory equipment, and some bilingual instruction in Cantonese and English. There is no work experience component. An intramural sports program among a League of alternative schools is under the Director of Athletics, a program funded by Break Free.

There are 3 teaching administrators, 2 old timers in assistance of the new Director. The teaching faculty is made up of 12.8 teaching positions: 7 full-time tax levy teachers; 3 full-time State Urban Education funded teachers for remedial reading, remedial math and ESL; 2 part-time privately funded teachers; 1 unpaid student teacher of art from Pratt Institute, Brooklyn, and 0.8 of a teaching position formed by the combined teaching assignments of the administrators. This helps build a rich and varied full academic program with many electives. The average teaching load is 15.0 students, based on 192 students divided by 12.8 teaching positions, although registers vary greatly. An innovative feature of supplementary staffing is the sending of 3 "interns" (Grad. Students) from the College for Human Services, No. 4 Varick St., Manhattan to study and participate in the process, operation and services rendered by an alternative high school. Appendix I displays the weekly schedule for the third trimester March - June 1974.

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[1]"Final Report -- First Year of Operation: Lower East Side Prep. An Alternative to the Conventional High School Program. Formerly: Chinatown Academy," by Seth F. Wohl, Bureau of Educational Research. F#17-04472 (November 1971).

Many classes were observed in session on 2 visitations, but none were observed formally at length during the first 2 months of active evaluation. The average student's program consists of 5 major and 1.5 minors. A successfully passed course confers 1/2 credit - traditional Carnegie unit of 38 required for graduation. A traditional numerical grading system is in effect with report cards at end of each of the 3 trimestres; 65% is the pass mark. A coercive point system relating absences, latenesses and cutting to a mandatory suspension cut-off, and based upon the New York State Motor Vehicle Law remains in effect. As a result, attendance is higher than the city-wide average (74.3%compared to 72.3% average daily attendance September, 1973 through January, 1974 inclusive) truly remarkable for a dropout returnee population.

The student body was doubled in its 4th year to 192 in the first trimestre, composed as follows: 39.0% Chinese (mostly recently immigrants from Hong Kong), 32.3% Puerto Rican, 24.5% Black, and 4.2% white. Unlike other alternative schools, the majority of students had actually been dropouts, identified in the ghetto by a cadre of "street workers" (Community Liaison Workers) trained by Young Life Campaign - Lower East Side Community Organization or by Break Free Inc., and returned to continue their education thru an admissions committee procedure, bypassing the traditional guidance counselor procedure. Part of this procedure involves use of the Metropolitan Achievement Test, Advanced Forms for Reading and Math. With 3 Street-workers currently on staff representing Chinese, Puerto Rican and Black ethnic groups, the admission of appropriately motivated actual dropouts is continuing and the student population in the school's move to its new site -- March, 1974 -- is scheduled to double again toward the 400 mark. The third trimestre enrollment to June 1974 had reached 205.

The age range is 15 - 25, with all 4 years of high school represented. Diplomas were previously issued by Haaren and Seward Park High Schools or by the private Dalton School. This year, Lower East Side Prep will independently issue its own city-wide diplomas for the first time. College placement is a major goal with the private community organization -- Break Free, placing the majority of graduating seniors in colleges and advanced technical schools.

A separate State Urban Education funded evaluation of the remedial reading, remedial mathematics and ESL programs only, is being performed by a per diem Consultant - Evaluator from New Jersey.

A budgetary analysis has not been performed as of June , 1974.

West Side High School, Manhattan

Planning for an alternative school on Manhattan's West Side by parents, students and educators was begun in 1971. Students were selected in spring, 1972, and in September, 1972 an understaffed, inadequate facility began in a '600' school building; as a limited input 1/2 day program. The then leadership lacked a viable concept of alternative education or administrative know-how. The present Director, a teacher with Community District experience completing his doctorate in alternative education, began reorganization as Acting Director in February, 1973 following a student riot. The Community Board soon ratified his appointment as Director.

In its second year West Side High is now located on several floors of a former ballet school, sharing the building with the Auxiliary Services -- High School Equivalency Program (on first and top floors). Resulting student crossovers have increased problems of intruders, drug pushing and crimes of violence.

A main goal of this program is to provide an innovative public high school alternative program available to West Siders failing to progress beyond basic reading and writing, and dissatisfied with the factory-like atmosphere in their large metropolitan high schools of registry. The Director also sees the school as alternative for teachers who he wants to be free to try out new methods. The Director has his room painted cool blue which he finds helps discharge hostility. He is trying to steer a middle course between having a '600' school and a middle class select prep school.

Five (5) 7-week cycles represent the school year which allows more frequent opportunities for students to see results of their efforts in more discrete learning modules, and to participate frequently in course selection.

Classes were visited in reading, basic math, social studies, and science on a walk-through basis. Intensive classroom observation was not undertaken. For each course complete in a cycle 2/5ths of a credit is awarded in this first year of a reorganized credit system. Under an expected courseload of 5 courses (the modal number of courses is 4), if passed successfully, a student may earn 5 x 2/5 = 2 credits (Carnegie unit equivalents) x 5 cycles or 10 credits a year toward the 38 credits required for graduation. Credit is awarded on a pass/no credit basis, or by letter grade. Numerical ratings are not in use. Failures are not recorded. Credit may be earned for:

(1) Remedial, academic, advanced or elective courses taught at the educational facility in group classes. Math and reading lab are offered at West Side High.

(2) Work-study or a paid job, if learning experiences with student project work acceptable to the faculty are entailed and planned in advance.

(3) External education in the form of courses with accountable assignments and attendance at museums, other schools, or other institutions acceptable to the staff.

The Director is a unitary, vertically organized position with no administrative assistants. This means he supervises personnel and students, is charged with guidance, curriculum, business affairs, and general administration. He is assisted only by the school secretary. There are six full-time Board of Education teachers on regular or substitute licenses. No other pupil personnel services are provided.

The school has been expanded to current capacity at 144 students. The student:faculty ratio is 24:1. Actual average class size is shown in the breakdown of 44 class groups as of March 1974 (cycle 4) as 14.0 (range 2 - 33). (See Appendix J - Class Breakdown).

There is no student council, as the Director eschews the lack of value in so-called student government as practiced in many traditional high schools. However, students program their own course selection from the Catalogue of courses available except for reading and math, and more importantly, students are elected to the School - Community Governing Board of 8 parents, 8 students, 1 teacher and the Director, which monitor twice monthly on policy-making. In addition, separate curriculum committees are constituted by the Governing Board for subject areas: art, English, math, science and social studies with student, teacher and parent-community representation. Courses and the worth of teachers are evaluated internally by these committees.

Table WS below characterizes the non-graded student body which represents the first three years of High School. West Side High will not have a graded class until its third year (the 1974 - 75 school year). There is no upper; no lower limit to reading and basic skills of its applicants; and, no guarantee of college placement. Teachers use the California Achievement or the New York State Reading Tests for diagnosis when called upon. Math placement is based on teacher diagnosis. No pre-; no post-tests are given -- students are test shy and generally refuse to take formal tests.

Table WS

CHARACTERISTICS OF THE STUDENT BODY
WEST SIDE HIGH SCHOOL

As of March 1 9 7 4

Student Body Breakdown	Males No. & Percent	Females No. & Percent	Totals No. & Percent
Blacks	45 (31.3%)	26 (18.1%)	71 (49.4%)
Puerto Ricans	22 (15.3%)	13 (9.0%)	35 (24.3%)
Whites	14 (9.7%)	21 (14.6%)	35 (24.3%)
Orientals	1 (0.7%)	2 (1.4%)	3 (2.1%)
TOTAL	82 (57.0%)	62 (43.1%)	144 (100.0%)

West Side High School is entirely a tax supported program. Budgetary analysis is not presented at this time.

Park East High School, Manhattan

The detailed Proposal for an Experimental Secondary School Research Project to be conducted jointly by the Board of Education and the community organization -- The Committee for a Comprehensive Education Center (C.C.E.C.) was promulgated September 1970. The Ruppert Educational Center at the former Ruppert Brewery renewal site, became operational in fall, 1971 in the Yorkville-East Harlem area. Now in its third year, and known as Park East High School, as part of the Ruppert Educational Center, the facility has relocated in the site of the former Manhattan School of Music. Correspondingly the student body has expanded from 150 to its present 479. Three hundred and ninety seven (397) teenagers are enrolled in the alternative secondary school program leading to the city-wide diploma, and 40 (8.9%) older persons are enrolled in non-diploma adult education programs. Students form an important part of the Executive Committee involved in decision-making input into the Ruppert Educational Center.

The school year is divided into four 8-week cycles plus a short evaluation period of students and courses, and registration for the next cycle.

The curriculum is conceived of as organic and experimental rather than fixed, with students deciding with the aid of the Catalogue on their programs. Toward this end, "process objectives" for potential student outcomes have been promulgated. Courses are grouped into 3 categories:

(1) Basic skills -- reading, writing, and math.

(2) Academic, college and career oriented studies -- advanced courses in English, math, sciences, social studies, economics, consumer education, hygiene, electronics, computer sciences, business education, behavior sciences, etc.

(3) Independent Studies and Special Electives -- includes external educational experiences with community, peer counseling, psychology, advanced communications, etc.

Appendix K lists courses offered during the 3rd cycle, February, 1974. Numerical grades are not used. Successfully completed courses are rated pass and confers one academic credit per four hours a week course meeting time for a full 8-week cycle. Sixty (60) credits are required for graduation with city-wide diploma with minimal acquisition levels specified for various subject areas. It is possible to graduate in three years. In 1973, 58 students out of 300 were graduated (19.3%). Forty-six (46) of these (79.3%) went on to colleges and technical institutes. Of the remaining 12, 9 were employed and 2 women were married.

Extra pupil personnel services are provided this large educational complex: the Director is assisted by an Executive Director and by a Deputy Director, which takes care of guidance counseling functions. All teachers are involved in counseling services through two advisement periods: one in the late morning for attendance, and a highly individualized end of day advisor/advisee period after 5:00 P.M. There are three secretaries for

attendance, transportation and payroll. There is a separate coordinator for the adult education program. Twenty-two (22) teachers form the core of the staff distributed among 12 departments or areas including a Resource Center, Outdoor Educational and Occupational Education. There are special interns from the College for Human Services and a cadre of student helpers. There are four Security Guards. The student:faculty ratio is 25:1.

The 479 students are: 55% Hispanic; 25% Black; and 20% others (17% white and 3% Orientals). Ninety percent (90%) belong to low SES groups and 10% are lower middle class. Approximately 50 students are enrolled in Community Service Projects as an outreach program, devoting 4 - 6 hours weekly at a community agency for at least 2 cycles per school year. This is part of what is referred to as the R.I.C.A. (Ruppert Institute for Community Action), and is accredited as external education on students' Evaluation Report and permanent record. Among such community agencies are: a senior citizens home, anonymous telephone referral Hotline, Boys Club, Young Lords, hospitals, a medical college, and East Harlem anti-poverty agency and local elementary schools -- public and parochial. About 70% of these have performed satisfactory service to receive full credit.

Student attendance is voluntarily motivated within a coercive framework which after intensive guidance fails, can lead to involuntary transfer back to the city high school of origin, in extreme cases. Under this regimen, the average daily attendance for six months September, 1973 - January, 1974 inclusive is 74.5%, slightly better than the city-wide academic high school average.

In the words of the Director, three main goals for the program for student - enrollees are:

(1) academic and diploma credit;

(2) career orientation and internship experiences; and,

(3) a humanistic approach to education -- including survival skills, development of improved self-image, and better relating to social institutions.

Toward these goals, education occurs as both individualized instruction and small group class instruction.

An independent evaluation agency under a Ford Foundation grant, The Educational Research Corp. of Watertown, Mass. is 'process evaluating' the Ruppert Educational Center. Its studies are including the use of Delphi Technique and determination of goal priorities, the study of classroom interactional analysis, utilizing specially developed instrumentation, and the study of occupational placement. The team includes a full-time on-site evaluator, bivouaced at Park East High and living and working in the community with continuous feedback into the Ruppert Educational Center administration and teaching staff. The first student attitudinal questionnaire was developed with permission of the Office of Educational Evaluation, based upon an instrument in use for the Benjamin Franklin Unit Program Evaluation by the Bureau of Educational Research for 1972-73.

In three visitations to Park East High, over one dozen classes in all areas of instruction were observed in walk-through, and the administration of the student attitudinal questionnaire and classroom interactional analysis instrument were observed at length in detail.

The quarter million dollar Board of Education budget analysis in summary, is as follows:

	$163,800	(63.5%) for personnel
	31,600	(12.2%) for facilities
	42,800	(16.6%) for instructional equipment and activities
	19,800	(7.7%) for office and administrative expenses.
Total	$258,000	(100.0%).

Harlem High School, Manhattan

A Harlem community group -- the Harlem High School committee launched a feasibility study in 1969 for a regular Harlem High School. Their Final Report was not implemented by the Board of Education due to absence of funding. A modified plan known as an"Early Action Program" was begun in September, 1972 in an unused elementary school annex, for 150 students. The facility has expanded in this second year of operation to 220 students. The Harlem High School Committee, a 40 member group with students and other Harlem community organizations represented, remains as Advisory Board for the slowly expanding Harlem High School. The concurrent use of other parts of the facility as a District #5 Diagnostic Center and Basic Adult Education Services, poses no major problem of peer group student crossovers or intruders into the Harlem High alternative program facility.

The Director's statement of main goals includes: an immediate goal of comprehensive education with strong community based programs; and a long-range goal of a complete 2,500 student body community high school, similar to the C.C.E.C. community organization goal for the Yorkville-East Harlem community at Park East High School. This complete high school would be a complex made up of 6 or more separate locations of 400 - 500 students each within the Greater Harlem Community, but drawing some of its students from other parts of the city. The multiple sites educational complex would be better able to maintain the intimate atmosphere needed for sustained motivation and the running of innovative alternative educational programs.

The curriculum offered is principally remedial and academic with 2 cycles per term which equals 4 cycles per school year. Completion of a 10-week cycle for a course confers 1/2 credit per cycle or 2 credits for, let us say, 4 courses of English in a school year. This is tied to an older half credit value system in which a diploma requires 19 credits. Course credit is earned on a pass/no credit basis; numerical ratings are not used. Appendix L lists the internal curriculum at Harlem High for cycles 3 and 4 February - June, 1974. Community resources are utilized in external education or innovative external programming in 8 areas on a part-time voluntary basis for course credits:

Media - Cable TV, Community Film Workshops, Amsterdam News
Health - Harlem Hospital
Urban Law - Community Law Offices
Urban Planning - Architect's Renewal Committee
Banking - Savings and Loan Associations
Education - District #5 Public Schools
Culture & Arts - Harlem Dance Theater, Olatunji Center for African Culture, Black House of Light
P.R. & Advertising - Public Relations Enterprises.

The 1973 - 74 Catalogue of Courses for Cycles I and II lists 63 external education experience sites. How many of these were filled with placed students at spring, 1974 was not determined for the Interim Report.

There is a dearth of pupil personnel services for an experimental program of this size in its second operational year: the 3 person administrative office is staffed by the Director, (a Teacher-in-Charge) a teacher assigned as assistant director, and a school secretary. There are 5 full-time teaching positions: 1 - reading specialist, 1 - English, 1 - Mathematics, 1 - Science, 1 - Social Studies/French Language for a student:teacher ratio of 44:1. Classes observed in the walk through had generally less than 20 students present per period. There is 1 Neighborhood Youth Worker (Streetworker) on staff, but no other guidance service. There is a problem in holding and developing a strong teaching staff due to high teacher turnover. One class was observed in detail on the second visitation, in elementary Spanish. With no Spanish teacher on staff, it is given at the Teachers College Language Center by a volunteer graduate candidate. The class was very enthusiastically conducted and well participated in by students. The problem in transportation with some students arriving early by car; others using public transportation and walking in after half the period had elapsed was noted.

The 200 member student body aged 15 - 22 is 98% Black and 2% Hispanic, representing a highly segregated group based upon community. Sixty percent (60%) are from Central Harlem District #5, and nearly 40% from peripheral Districts Nos. 3, 4 and 6, Manhattan with only a scattered few from neighboring Bronx and Queens. The school population does not focus on dropouts; rather, most students previously attended feeder Junior High Schools or Intermediate Schools. In the first year, 9th and 10th program grades were represented among the student body. In this second year, freshmen, sophomores and juniors are represented in program equivalent. Seniors eligible for diploma will be added in the third year, 1974-75. Hence, there is no group of students graduating this year. Attendance at 45.6% average daily attendance for the first half-year constitutes a problem area requiring special attention. Students participate in selecting their own programs at Harlem High and serve on the Advisory Community Council, but other aspects of student committee work and self-governance were not developed. Student need for an on-site athletics program is great. Despite these shortcomings, this alternative program suffers no major behavior problems, and has far less drug problems than traditional high schools, the Director reports.

A process of internal evaluation is an expressed area of strong personal interest on the part of the Director who is strongly interested and has had prior experience with self-perception instruments and parental questionnaire information. Preliminary contacts to undertake a special cooperative self-study on attitudes and student autonomy at Harlem High have been completed.

Harlem Prep, Manhattan

Harlem Prep School, a totally privately financed alternative college preparatory, Urban Prep School, founded in 1968, whose students were entirely high school dropouts on placements from New York Urban League Street Academies and Academies of Transition, was attached by the Board of Education in its 6th year to tax-levy funds, following insolvency, and its teaching staff required to acquire Ceritificates-of-Competency or Board of Education teaching licenses. Its Headmaster was acceptable to the Board of Education as the first Director, and the Office of High Schools has included the special programs of this experimental Urban Prep School with its powerful support by Harlem community organizations, as one of the confederation of independently operated alternative schools, after this evaluation was under way. It has not been possible, therefore, to date, to secure visitation of this educational center or interview its Director in depth.

From Central Bureau records,* average daily register in May-June, 1974 was 377. Total enrollment is not known, but average daily attendance for February, 1974 is 75.4%, which is slightly above the city-wide high school average. However, the average daily attendance fell below the 50.0% margin during the months April-May-June of 1974.

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* Courtesy of Bureau of Educational Program Research & Statistics (B.E.P.R.A.S.), Forms S. D. 1001.